DOCUMENT RESUME

ED 377 839 IR 055 218

AUTHOR	Johnson, Ian M., Ed.
TITLE	The Education and Training of Librarians in the U.S.S.R. Papers from a Section on Education and Training Workshop at the IFLA Conference (57th, Moscow, August 1991).
INSTITUTION	International Federation of Library Associations and Institutions, London (England).
PUB DATE	[93]
NOTE	167p.
PUB TYPE	Collected Works - General (020) -- Speeches/Conference Papers (150) -- Translations (170)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Course Descriptions; Educational Strategies; *Educational Trends; *Foreign Countries; Higher Education; Librarians; *Library Education; Profiles; Program Development; Program Improvement; Teaching Methods
IDENTIFIERS	Exchange Visitor Program; *USSR

ABSTRACT

This conference was the first major professional event since the politics of "perestroika" and "glasnost" began to have an impact on relationships between librarians in the U.S.S.R. and the remainder of the world community. A substantial English language source on professional education in the U.S.S.R., this is a collection of the normative documents on which library education is based, and gives shape to impressions about the structure of curricula, the contents of the syllabi, and the methods of teaching. The papers present a view of the professional education at the end of the Soviet era, and are valuable for colleagues studying the system's development or who are engaged in technical cooperation projects. These proceedings are preceded by a visit report by an American colleague as part of an exchange of library educators between the United States and the U.S.S.R. There are 7 texts of papers presented at the workshop that focus on the present condition of library education, educational trends, and strategies for the improvement of library education; 10 abstracts or texts; 4 research papers distributed at the workshop; and 2 papers presented at the Round Table on Continuing Professional Education. Appendices include the syllabi of various courses offered at and general information about the Moscow State Institute of Culture. (MAS)

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ED 377 839

THE EDUCATION AND TRAINING OF LIBRARIANS IN THE U.S.S.R

Papers from a workshop

arranged by

the IFLA Section on Education and Training

at
the Department of Library Studies,
Moscow State Institute of Culture,
during the 57th IFLA Conference, August 1991

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EDITOR'S INTRODUCTION

Ian. M. Johnson
(Chairman, IFLA Section on Education and Training, 1989-1993)

During the IFLA Conference in Moscow in August 1991, there were many memorable events. The attempted coup d'etat, the resistance of the population in the face of armed force, and the eventual overthrow of the Communist regime created an emotionally charged atmosphere. However, even before it took place, the Conference had been recognised as an event of some significance, as it was to be the first major professional event since the policies of 'perestroika' and 'glasnost' began to have an impact on relationships between librarians in the U.S.S.R. and the remainder of the world community. One sign of these changes was the opportunity offered to the IFLA Section on Education and Training not just to organise a meeting with colleagues engaged in professional education for Librarianship and Information Studies in the country hosting the Conference, an annual feature of its work, but to arrange for it to take place at the Moscow State Institute of Culture. Because of the presence nearby of a military installation, professionals from outside the Communist countries had, previously, not normally been permitted to visit the Institute, and the workshop was the first truly international meeting to be held there.

The workshop took place on 22nd August, after the failure of the attempted coup, a circumstance which contributed in no small way to the success of the meeting. It was attended by over 50 delegates from outwith the Soviet Union, and an invited audience of 50 Soviet colleagues. The meeting was graced by the presence of the Deputy Minister of Culture of the U.S.S.R., Nina Zhukova, and the incoming President of IFLA, Robert Wedgeworth. Participants enjoyed the hospitality of the Rektor, Dr. Bogdanov, and entertainment provided by students of the Institute's School of Performing Arts.

This volume represents the most substantial English language source on professional education in the U.S.S.R. to have appeared in recent years. The seven papers presented during the workshop at the Moscow State Institute of Culture are included in this volume. Each participant in the meeting was also presented with a handbook containing the syllabi of various courses offered at the Moscow State Institute of Culture, translated into English or French, and these are included as Appendices. All were the syllabi as approved by the All-Union Educational Council on library training and published by the Division of secondary and higher schools of arts and culture at the U.S.S.R. Ministry of Culture. Only some syllabi were selected as examples, and translated in full for this collection ; the major part are simply given as lists of themes and the number of hours required.

This collection of the normative documents on which library education is based will help in shaping impressions about the structure of curricula, the contents of the syllabi, and the methods of teaching but are not intended as a pattern to follow. Our Soviet colleagues were not under any illusions as to the correctness of their concept of training librarians and the quality of the materials presented. Discussions on different aspects of training librarians have been carried on in their professional environment for many years, and became particularly active following the changes in the country. If anyone wishes to share their experiences, further contacts would be welcomed.

The proceedings are preceded by a visit report by an American colleague, fluent in Russian and able to interpret developments in the U.S.S.R. with a degree of understanding not available to many of the participants in the meeting. Also included in this publication are abstracts or texts of a number of papers offered for the meeting, but not selected for presentation by the organising committee at the Institute; two papers presented to the Round Table on Continuing Professional Education during the main body of the Conference; and summaries of a number of current research projects distributed at the meeting.

Little material has been widely available about education for Librarianship and

Information Studies in the U.S.S.R. Inevitably, the quality and depth of these papers varies considerably. Collectively, however, they present a view of professional education at the end of the Soviet era, and will be valuable for colleagues studying the system's development, or engaged in technical cooperation projects. They will be particularly valuable for those whose lack of familiarity with the Russian language limits their access to original documents.

Considerable effort was made by Soviet colleagues to prepare the meeting, and to translate the papers or abstracts into English or in some instances into French or German. Some editing of the English text has been undertaken to correct minor grammatical errors, but no alterations have been made where the meaning of the original might have been affected. Future readers will, therefore, have to develop their own understanding of the meaning of some phrases. For this reason, and in the absence of an English version of its text, one of the papers appears in its original translation from Russian into French.

The transliteration of Cyrillic characters to the Roman equivalent has not been fully standardised, and there were variations in the spelling of authors' names in the several documents in which they were listed for the meeting. The versions used in this publication are a responsibility accepted by the editor, who apologises for any errors or confusion which arise from them.

The abstracts are largely the authors' own.

Particular thanks go to Professor Yuriy Stolyarov, Chief of the Department of Library Collections at the Moscow State Institute of Culture and our colleague in the Standing Committee of the IFLA Section on Education and Training, for his work as Chairman of the workshop organisational committee.

BACKGROUND PAPER

REPORT ON A VISIT TO MOSCOW AS PART OF THE SOVIET-AMERICAN EXCHANGE IN LIBRARY AND INFORMATION SCIENCE EDUCATION, JANUARY 1991.

Pamela Spence Richards.
Professor, School of Communication, Information and Library Studies, Rutgers University, U.S.A.

Purpose of the trip

As part of a protocol signed by the American Council of Learned Societies and the U.S.S.R. Council of Libraries, an exchange of library educators between the two countries took place in 1990-1991. The Soviet library educator, Edward Sukiasian, visited a number of library schools all over the US in the fall of 1990, and I went to Moscow in January 1991, having been selected by a committee of the Association for Library and Information Science Education (ALISE). The goals I proposed to ALISE were 1) to assess the effect of 'glasnost' on Soviet library and information science education; 2) to identify emergent associations of library science educators or their possible leaders; and 3) to try to establish linkages between library and information science educators in the two countries as channels for future technical assistance.

Methods of Assessment of Library Education

I must preface this section by describing the reception I was given by the Ministry of Culture and by the conditions prevailing in Moscow during my trip, both of which severely limited my mobility, making this a report not on Soviet library and information science education but rather on that which is available in Moscow. On January 1 1991, the Ministry had been informed by the Moscow Soviet that it would have to pay in hard currency for foreign guests staying at Moscow hotels; upon learning this the Ministry cancelled all of its contracts with foreign visitors for three months, and tried to dissuade me from coming. When Ministry officials were informed that I would be willing to sleep on a sofa for the duration, they were appeased, although my visa was issued only for Moscow (Aeroflot also demands hard currency for foreigners, so travel to other cities was, according to the Ministry, out of the question). It is, of course, possible (although I do not think this to be the case) that financial constraints were used by the Ministry as a pretext for preventing my travel to the Republics during a period of internal and international tension: the Baltics were in a turmoil during my visit, and there was unrest in the Caucasus as well. Moreover, I arrived in Moscow on the first day of the air war in the Gulf (15 January) and Moscow was the scene of a number of Iraqi anti-American demonstrations during my stay. In any case, I was housed in a series of perfectly acceptable bed and breakfasts, and given 12 roubles a day for food (the standard meal in an Intourist hotel now costing 25 roubles, I lost a lot of weight). I was in Moscow for 14 days, using the International Department of the Lenin State Library as my base from which to visit other facilities.

Moscow Institute of Culture at Himki

With 4,000 students, Himki is among the largest of the Soviet Union's 29 post-secondary institutes of culture with library faculties. Students in the library faculty have all completed ten years of elementary and secondary schooling (like their colleagues in library schools elsewhere in Europe) and have passed a competitive examination in Russian literature and language, the history of the U.S.S.R., and a foreign language. Last year, the library faculty at Himki admitted 250 students from all over the Soviet Union, or about half the applicants. The student body is predominantly female.

The school at Himki is beautifully situated on the banks of the Moscow-Volga canal, reachable from central Moscow by metro and bus in about an hour. Modern, high-rise dormitories and attractive buildings in only moderate disrepair are placed in lovely woodlands with extensive facilities for sports, including skiing and skating on the canal. (I was told - and I am not sure how accurately - that I was the first American to visit Himki since the 1940s, since its location across the canal from an important aviation factory had made it off-limits for Americans for decades). Aside from its beautiful location, the institute's environment is lent colour by the fact that the other faculties train a variety of performing and other artists, so the atmosphere is anything but dry and academic.

The programme of study in the library faculty is four years, with about half the time spent on general education and half on professional library courses. The school offers courses in the history of librarianship, the history of the book, bibliography, the principles of popular education, children's literature, and various subject bibliographies. Before they receive the final degree, students are expected to pass a three-year apprenticeship in an assigned library. For students who have already completed a university education, post-graduate library education is available as well, both at Himki and at various other places in Moscow. Advanced courses are also available on an extension basis for students who are already working in libraries; in fact, subject specialists who are already working in libraries but who have not been to library school are required to take library training through extension courses organised by the Ministry of Culture's Institute for the Raising of Employee Qualifications. These are usually given in central Moscow for convenience.

Observation consisted of interviews with individual faculty members, visitation of facilities, attendance of classes, conversations with students and conversations with practising librarians in a number of academic, special and public libraries in the Moscow area. The International Relations staff of the Lenin State library, under the direction of Dr. Ludmilla Kozlova, did their utmost to make appointments for me with whomever, wherever (within Moscow) I wished.

Findings in Library Education

'Glasnost': At Himki, and at the graduate extension course I attended in Moscow, there is an openness of expression comparable to that present in the United States (allowing for greater European formality in general). During an extended conversation, Yuriy Stolyarov, head of the library collections and cataloguing department, was candid with me about the fact that previous curricula were no longer acceptable and were under revision; the faculty was currently in the middle of its own re-education, he explained, exploiting the opportunities of 'glasnost' and passing the new information along to students. The faculty meeting he conducted was an example of this re-education: Ruggero Giliarevskii, Professor of information science at Himki, had just returned from a conference in Jerusalem, and gave a forty-minute talk on Israel. From faculty questions, it was clear that the Soviets had been kept in total ignorance of Jewish culture and the Jewish state. There was an almost childlike curiosity and willingness to learn on the part of the faculty members of all ranks (as in the United States, the hierarchy was male, the lower echelons female). Everyone clearly felt free to ask questions about both politics and religion (an example: "How do Jews feel about Jesus?"). Fortunately, Giliarevskii had been an extremely intelligent observer and was able to answer most of the questions with accuracy and sensitivity.

The same freeness to speak was evident in class. Especially in the graduate classes, where the students (I saw only women) are mature and every bit as frisky as American MLS students. It was not unusual to hear a student who disagreed with a Professor interrupt him with "Just one minute, Professor! (Minutochku, Professor!), and then offer here opinion. In the classes I attended, faculty members were derisive of pre-'glasnost' practices and emphatic about the gains in information access made in the last six years. Some of the younger students (many are only 18) can hardly remember the pre-Gorbachev years and there is a sense of urgency on the part of some faculty members (similar to that felt in the United States by teachers dealing with the Civil Rights Movement) that the students not be allowed to forget how recent (and fragile) the gains. The idea of organising the profession to protect the gains had some adherents among the faculty, who were proud of the recent formation of an association of librarians in the Russian Republic. (There is, as yet, no association of library educators).

Textbooks: There is a textbook crisis in library education in the Soviet Union. Library schools are saddled with a multitude of outdated and now politically unacceptable textbooks. The economic downturn of the last five years has retarded the printing of new textbooks, and in the meantime, the teachers are using a variety of piecemeal methods (chapters of textbooks, mimeographed materials). A Russian translation of Jesse Shera's Introduction to Library Science (1976) is doing yeoman service. It is considered very relevant and its sections on western library history are much valued. There is a desperate need for other modern western materials translated into Russian.

Educational Technology: Blackboards are the keystones of Soviet educational technology in librarianship. I saw few computers at Himki (there are not many in the Lenin State Library), and no video equipment (there are no courses in audiovisual materials given in the Soviet Union). There is a course offered on automated library systems, but the students have little practical exposure to automation. At this point, since Soviet libraries themselves are so under-equipped (even microfilm is very rare, fiche nonexistent), the students' lack of exposure to advanced technology is probably not an immediate professional hindrance. The description of library technology given in a fairly modern handbook (Spravochnik Bibliotekaria) for beginning librarians published by the Lenin State Library in 1985 gives an outsider some idea of the level of technical training of Soviet librarians at the beginning of their careers: included among the drawings of early-model computers and microfilm readers, there is a half-page detailed diagram of a telephone, and only a slightly smaller diagram of a manual metal stapler.

Language Barrier: Of all the obstacles to library education reform, the inability of most Russian librarians to read and speak a western language is the greatest. Seventy years of methodical discouragement by the government of foreign language study by the general population has left its mark, and it will be a generation before improvement will be seen. Those Professors who could read English (and there were a number at Himki who kept up with the professional journals, both through their own good library and through the excellent library literature collection at Lenin State Library), could not speak English well enough to sustain a conversation. Although there is a language requirement for admission to the four-year library school, the actual reading and speaking ability in foreign languages among library students is very low, since they have little opportunity to practice.

Methods of Assessment of Information Science Education

The Soviet-American exchange being in the area of library education, my hosts at the Ministry of Culture had only prepared visits and interviews with information science educators teaching in library schools. Fortunately, Ruggero Giliarevskii, who teaches information science at Himki, is also head of the theory section at the All-Union Institute of Scientific and Technical Information (VINITI) in Moscow, where, in its own Institute for the Raising of Qualifications of Information System Employees, VINITI offers advanced training in information science. Professor Giliarevskii became my contact at VINITI, where I spent a day talking to Professors and administrators. At VINITI it is assumed that there is a qualitative difference between the function of librarian and the information scientist: the latter must be able to retrieve data in all forms and then analyse and synthesise it for use by others, while the librarian works mainly with the acquisition and processing of bibliographic material, which she transmits in raw form to others. Since the analysis of scientific documents is felt to require advanced understanding of the subject matter, students at VINITI are graduates in science or technology and, therefore, somewhat older than library students. They are generally taught in extension courses in a building adjacent to VINITI; because of VINITI's relatively extensive computerisation, the students have a fairly wide exposure to automation. A doctorate in information science is available. After graduation the students work in one of the Ministry of Technology's technical information centres, or if they have the advanced degree, teach.

Findings in Information Science Education

Currency: The five Professors with whom I spoke were current with western information science research, knowing the work of several of my colleagues at Rutgers; one can assume, therefore, that the level of discourse in their classes is fairly advanced. Reading ability of English was general, and some could even speak it a little (although the language barrier remains a real problem in this discipline as well). Most had travelled outside the Soviet Union to conferences. Information science, protected by its position under the Ministry of Technology, did not suffer to the extent of library science from the ideological straitjacket imposed during the years of orthodox Leninism, thus there has been a somewhat steady development over the past twenty years. The best western journals are easily available in Moscow (although the situation is, of course, quite different elsewhere).

Economic Problems: The major problems in Soviet information science education are economic: VINITI Professors were uniformly apologetic about the backwardness of the Soviet computing technology with which students and teachers had to work. While they were also uniformly enthusiastic about the possibility of greater contact with American information scientists, they do not see much hope for this given the miserable economic situation, which prevents them from travelling. Souzinform, the new Soviet information science association (institutional members only) is regarded with only mild interest as yet another creation of the hierarchy that probably won't bear fruit.

Conclusions and Recommendations: In Moscow, at least, there is a revolution going on in library education, with an openness of expression in the classroom that should be encouraged by US library educators. ALA is on the right track in including a position teaching reference in Moscow among its competitive overseas positions funded by the United States Information Agency. Ideally, ALISE should encourage the USIA to establish a Fulbright teaching position for an American library educator at Himki similar to the one it offered at the French library school at Lyon ten years ago. (While some fluency in Russian is obviously desirable on the part of the American educator, I was frequently told that it would be very useful for Soviet students to have the opportunity to hear English lectures as well.)

While the emergent library and information science associations bear watching (and overtures to these societies have already been made by ALA and the American Society for Information Science), the encouragement of individual outstanding and energetic reformers on library and information science faculties is currently the most efficient route to institutionalising the gains of the 'glasnost' years. To this end, I am setting up a number of meetings between American educators and selected Soviet colleagues at the meeting of the International Federation of Library Associations in Moscow (August 15-22); I am meeting in August with the Cultural Affairs Officer of the US Embassy in Moscow in the hopes of expanding the USIA-ALA library education programmes, and I am in the process of trying to secure a teaching assistantship in the Rutgers doctoral programme for the most outstanding young member of the research staff of the Lenin State Library. Two very specific recommendations I can make would be for the Commission to make every effort to involve both Ruggero Giliarevskii and Yuriy Stolyarov in future plans concerning US-Soviet and information science exchange.

TEXTS OF PAPERS PRESENTED AT THE WORKSHOP, 22 August 1991

THE ALL-UNION EDUCATIONAL METHODOLOGICAL COUNCIL ON LIBRARY TRAINING AND ITS ROLE IN TRAINING LIBRARIANS IN THE U.S.S.R.

Alexander M. Ioffe,
Professor, and Head of the Division of Part-time Library Education, Moscow State Institute of Culture; Department of the All-Union Council on Library Professional Education

Abstract

The All-Union Council on Library Professional Education at the U.S.S.R. Ministry of Culture was organised in 1988. The Council is called upon to provide the unity and at the same time the diversity in training library and information specialists, taking into account socio-cultural and national peculiarities of different regions of the country, the present needs of society and the perspectives of its development. The Council is organised on the base of all-union methodological division of educational institutions of the U.S.S.R. Ministry of Culture and its fulfils the functions of a social coordinating and expert centre on the problems of organisation, structure and the contents of secondary and higher professional library education in the educational institutions of all types.

The Council is functioning at the democratic principles and it unites the leading researchers, Lecturers, Professors, specialists in librarianship. The Council's structure reflects the main trends in the development of library and information education and it provides the scope of all the links of the system of continuing library education.

The main tasks of the Council are: the working out of library specialists models and the conceptions of training library and information personnel; examination and approval of programmes, curricula, other documentation; studying and dissemination of helpful home and foreign experience in training library and information staff; participation in preparation teachers for library schools; establishing relations with library schools abroad.

Introduction

Fundamental changes which are taking place in all spheres of material and spiritual life of Soviet Society, and at the same time more and more distinct realising of the role of culture and education as the substantial factors of social progress, required the revision of the forms of organisation, contents and methods of training librarians which had existed for a long time. We required to begin to search actively for ways of optimisation the system of library education in our country, whilst retaining the helpful and valuable experience previously accumulated in this field.

Lately two trends reflecting the dialectics of the present stage of the social development appeared. From one side - the rejection of rigid centralisation and the total unification of library education and bureaucratic methods in its administration; and the increasing independence of educational establishments in defining the contents of the teaching process, selecting the ways of specialisation of library workers, and the methods of teaching. From the other side - not less distinctly being observed - the striving for a review of general fundamentals of professional training of librarians, to create a common, scientifically well-grounded foundation of library education, providing for the modern information, cultural and educational needs of the society and its development.

The necessity of providing the unity and at the same time the diversity in training library and information specialists, taking into consideration social, cultural and national peculiarities of different regions of the country, caused the organisation in 1988 of the All-Union Council on Library Professional Education . The Council was organised on the base of the All-Union Department of secondary and higher professional schools of arts and culture at the U.S.S.R. Ministry of Culture. It is called upon to fulfil the functions of a social co-ordinating and expert centre on the problems of the organisation, structure and contents of secondary and higher professional library education in all types of educational institutions where library and information specialists are prepared.

The library school teachers understood that such a centre was a necessity long ago, but only then, in the years of 'perestroika' (reconstruction) was the idea of creating the Council realised. It was a real practical step on the way to democratisation of library education, and to raising the level of quality in all the links of the library education system.

Two years and a half is not a long period to realise and evaluate the importance of the Council for library education. But even now we can speak about its positive contribution into the creative work on the improvement of library education in the country.

The principal document which regulates the Council activities is "The Statute of the All-Union educational methodological Council on Library Education", adopted in October, 1988. Here the Council's tasks, functions, and structure are formulated. New separate clauses of "the Statute" are being elaborated, and some clauses have been added. They reflect all the changes which are taking place in the system of secondary and higher professional education of the country, library education included.

The most important principles of the Council's activities as the scientific, pedagogical and methodological centre of a new type are genuine democracy, publicity, collectivism in making decisions, support of the library community, system approach to the problems of library education and training, the unity of theory and practice, and the combination of national and international aspects. The last point has particular importance in the conditions of our multinational country.

The main tasks of the Council may be defined as follows: the working out of new directions in continuing library education; defining the structure and the contents of training librarians in accordance with the users' needs and the trends in the social development; perfection of the scientific organisation and the methodological provision of the teaching process; introduction of progressive methods of teaching, directed at stimulating the library school students' cognitive activities; and study and dissemination of useful home and foreign experience in the field of training librarians and information scientists. One of the Council's important tasks is its participation in the process of perfection of the training library schools teachers in librarianship, bibliography, and information science.

The Council's functions are broad and varied. The most important may be named as: elaborating the conceptions of training librarians; defining the nomenclature of new specialities and specialisations in the frames of secondary and higher professional training; working out the demands on the professional training of library specialists and elaborating their qualification characters. The Council has to examine new curricula and syllabi, to recommend their use. It participates in creating of perspective plans of new educational literature. The members of the Council take part in reviewing new text books and recommending their publication, and organise the competitions of textbooks and syllabi with the aim of following the common policy in training librarians.

Together with the All-Union department of secondary and higher professional schools of arts and culture, the Council organises scientific conferences, meetings, workshops on the problem of training librarians in the country. One of the important ways of the Council's activities is its participation in international conferences and in establishing friendly relations with library schools abroad.

The structure of the Council reflects the main directions in the development of the library education, embraces all the links and levels of training librarians from the secondary professional link (secondary library schools, library divisions of secondary schools of culture) to the higher school preparing library workers (institutes of culture, arts; universities; teachers colleges).

Within the Council's framework, there work Standing Commissions on librarianship, bibliography, information science, automation and mechanisation in libraries, bibliology, library service to children and youth, general education of librarians, university library education, and secondary professional training. Currently, the question of great importance is the organisation of a Standing Commissión on continuing professional education for teachers in library schools, which will include teachers from secondary and higher library schools, Lecturers from departments and institutes of continuing library education, and practising librarians.

Besides the Standing Commissions there may be organised temporary groups of experts for deciding some special questions. The main functions of the Commissions are defined in the "Statute", approved by the Council in February 1990.

Currently, the Council has 40 members. Among them there are outstanding Lecturers and scientists in the field of library science, bibliographical science, bibliology - Professors K.I. Abramov, A.N. Vaneyev, Y.S. Zubov, O.P. Korshunov, Y.N. Stolyrov, A.Ys. Chernyak. Their publications on the problems of training librarians are well known to the library community. The Council also includes Vice-rectors of the Institutes of Culture, heads of the departments of library studies, and chiefs of the special Departments, as well as representatives of the U.S.S.R. and the Russian Federation Ministries of Culture, the Lenin State Library of the U.S.S.R., and the State Committee of the People's Education. This Council membership provides a high level of professional competence and makes the practical realisation of its decisions possible.

The Council's highest collegiate organ is the plenary session, which takes place once a year. The most immediate and important questions are discussed there. Between the sessions the executive organ - the Presidium - is functioning. It consists of the Department of the Council, his four deputies, the Secretary, and Department of the Commissions. The Presidium's sittings take place three times a year, but in an emergency they may be held more often. The Presidium issues a special information bulletin which is sent to the Ministries of Culture in the Union Republics, and to the Rectors of higher library schools to get them acquainted with the results of some problems discussions and the decisions made. Thanks to this the Council activities become public knowledge, with the possibility of changing opinions on the immediate questions, and attracting the library community's attention to problems of library education.

All the higher library schools of the country are represented in the Council. There are higher institutions of culture, located in the centre of Russia (Moscow), in its Northern-West region (Leningrad), in the Volga region (Kazan, Samara), in the Urals (Perm, Chelyabinsk), in the Western and Eastern Siberia (Barnaul, Kemerovo, Ulan-Ude), and in the Far East (Khabarovsk). There are also institutes of culture and universities where library and information worker are prepared in the other Republics, located in the Ukraine (Kiev, Rovno, Kharkov), in Bielorussia (Minsk), Uzbekistan (Tashkent), Azerbaidjan (Baku), Lithuania (Vilnius). The variety of the library schools and the wide geography make it possible to expose different positions of library school teachers, and on this base to come to the common conclusion on any problem which arises.

In the frames of this short paper it is next to impossible to elucidate the many-sided activities of the Council. Summing up, I'd like first of all to note the Council's consolidating role as the centre which unites all the scientists, Lecturers, specialists in library service for the decision of the most important problems of training librarians.

One of the main results of the Council activities is the creation of "The main directions of reconstruction of the system of training librarians" where the conceptual fundamentals of modern system of library continuing education and the principles of its organisation and reconstruction are presented. According to this new conception the librarians are supposed to be prepared in three directions: for serving specialists in humanities and scientific- technical field; for service in a public library; for library service to children and youth. Not long ago the Council approved the new curricula for secondary library schools, the new syllabi in "Library stock" for higher schools. Many initiatives of library schools in union Republics - Uzbekistan, the Ukraine, Moldova - found their support in the Council decisions. For example, the Moscow State Institute of Culture proposed to open a new specialisation - "Systems of scientific-technical information". This proposal was examined and approved. Currently the Council is considering a new curriculum for training librarian-technologists for automated library systems, prepared by the Kemerovo Institute of Culture.

Unfortunately, we are not lucky to fulfil everything we are planning to do. It would be wrong to think of the Council's work as the calm tranquil movement in the direction of library training progress. Sometimes the sittings of the Council are stormy, sharp discussions; collisions of the polar viewpoints. It is inevitable on the hard way to renovate and search for new forms of organisation of the system of training librarians, whose role in the life of up-to-date society will increase in future.

Among the primary tasks of the Council now there are: to finish the work at the new conceptions of developing all the links of the system of the library professional education; to define more accurately the contents of training librarians in the conditions of evolving market relations in the country, of deep changes in its social-political life; to think over the question of the Council participation in the accreditation of library schools. Much attention will be paid to the problems of computerisation of the process of training librarians, to the edition of new textbooks and other literature for students, and to the selection and use of effective methods of teaching.

Nowadays, when economical and cultural independence of the union Republics increases, side by side with the All-Union Council on Library Professional Education there are organised analogous Councils in the Republics . The task of our Council in this respect is to coordinate the work of all these Councils to raise to the new level the system of library professional education in the country.

THE ORGANISATION OF THE EDUCATIONAL PROCESS IN THE MOSCOW STATE INSTITUTE OF CULTURE

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Abstract

According to the "Main trends of 'perestroika' (reconstruction) of higher and secondary special education in the country" the most actual problems in the higher education including the Higher Library Education are: the integration of science and industry, which has an impact on training specialists; the reducing of compulsory educational studies and the transition of the part of the educational process into the libraries; providing students with extra hours for self-organised work; the individualisation of teaching.

In the light of the demands, which are conditioned by the life necessity the organisation of the educational process is taking place in Moscow State Institute of Culture: according to professional and non-professional needs of library users the new curricula are elaborated; large Moscow libraries are taking part in training librarians having organised special divisions (educational scientific-industrial complexes) where Lecturers of the department and practical library workers combined their efforts in teaching students; special attention is paid to preparation of new methodical materials helpful to students; more and more practical library workers are invited to the department as Lecturers and members of examinations commissions.

These measures are oriented at gaining the main aim - to give the students fundamental professional education on the basis of spiritual values common to all mankind, national cultural traditions and up-to-date science, and also on the basis of wide-range professional training librarians of different levels of qualifications in the frames of the speciality "Librarianship and bibliography".

In 1985 a new specialisation in training librarians which suggests teaching the fundamentals of programming and algorithmisation, computer use together with traditional methods of information processing was introduced.

In 1992/92 academic year a new speciality "Systems of scientific-technical information" will be organised. There the librarians for big libraries and information centres are to be prepared.

So, the improvement of educational process is organised according to the demands of practice and real abilities of the department.

Introduction

The questions of Higher Library Education improvement are the concern not only of the faculty in Moscow State Institute of Culture, but of the leading scientists of other higher educational institutions of culture in the country.

At present, two levels of elaboration of the conception of higher library-bibliographic education are established. The first level is the determination of global theoretical strategy, which makes it possible for the education system to respond in a practical way to the tendencies of library science development. The second level is the activity of the department of library studies in preparing the package of necessary documentation: qualifying characteristics, curricula, educational methodic materials.

The development of education in recent years can be divided in two stages. The first stage is the elaboration and implementation of the standard educational plan of 1988, which is now used in the institutes of culture all around the country. On the basis of this plan the Moscow State Institute of Culture prepared and put into being from 1988/89 academic year three experimental educational plans, according to which the training is organised in relation to types of libraries: state public, research, children's and youth. The preliminary results of training proved the rightness of such a differentiation.

In the same period (1986-1988) the system of practical training was reorganised. The creative co-operation of the scientists and the practical workers has realised by means of creation the educational scientific industrial complexes, and foundation of branch departments in a number of big libraries in Moscow. The greatest experience of the work in the frame work of these educational scientific industrial complexes was reflected in the subject specialisation "Administration and Management in libraries" where those students study who have already completed secondary professional education. The theoretical general scientific disciplines in this specialisation are: social psychology, fundamentals of management (among them automated systems of control), economy, study of science, psychology of labour, and so on.

The specific character of bibliographic activity was reflected in such disciplines as "Organisation and management of library work", "Management in a library", "System analysis of library processes", and so on.

All special disciplines are delivered to the separate groups of students (about 25), taking account of received knowledge in secondary library schools. The integration of theory and practice is obvious in the organisation of students' scientific work. The active participation of students in the preparation and realisation of arrangements which concern management and methodic activity (conferences of scientific councils and director's councils, discussion clubs, production meetings, seminars, and so on) is very useful.

Those libraries which have computers educate students to work with them to introduce the tasks of a managerial character, and to enlist the students to the fulfilment of plans and tasks according to the real needs of libraries. The making of diploma and course papers on concrete professional themes and their oral defence in the libraries are extremely useful both for students and libraries. More profound education find its expression in conducting (now it must be observed as pedagogics of co-operation) the students' practice and in organisation of their practical works. The experience shows that the practical tasks can be more effective if they are composed taking account of new library technologies in a working library.

The second stage of development of Higher Library Education can be related to 1991. At that time were published the first results of a scientific investigation "Improvement of Higher Library Education", in which ten library faculties of higher educational establishments of culture in Russia (about 100 methodologists from Professorial Lecturers' staff) took part during 1986-1990 under the leadership of Moscow State Institute of Culture. The results led to the main conclusion that the priority aim of the development of the education is the reproduction and development of humanitarian culture on the basis of common to all mankind spiritual values, national culture traditions and up-to-date science. The investigation also indicated that in the framework of the subject speciality "Library science and bibliography" it is necessary to provide more profound differentiated approach to training.

Taking the experimental educational plans of 1988 as a basis, library scientists have reached the conclusion that it is more purposeful to consider and accentuate the priority not of the libraries' but of the user's needs. It was determined that in the perspectives of activity of library schools there are two trends: satisfaction of professional needs (scientific, industrial, management, educational, creative); satisfaction of non-professional needs (common cultural, aesthetic, moral, spiritual).

Every trend in a greater or a smaller degree is realised by a particular type of a library. The satisfaction of professional needs is provided by the special libraries (scientific technical, agricultural, research, medical, theatrical, historical and also universal scientific regional libraries). The task of satisfaction of non-professional needs falls to the state public, adults', children's, and youth's libraries.

According to the main approaches, four qualificational characteristics were elaborated by Moscow and Leningrad Institutes of Culture:
- librarian-bibliographer-organiser of scientific-technical specialist service,
- librarian-bibliographer-organiser of humanitarian specialists service,
- librarian-bibliographer-organiser of self-educational reading,
- librarian-bibliographer-conductor of children's and youths' reading.

In this connection the tasks of education for librarianship are the following:
1. Enhancement of general cultural, general educational level with the help of more profound learning of social disciplines and general scientific disciplines (for example: fundamentals of economic knowledge, sociology, world culture, psychology, foreign language).

2. Enhancement of professional level by the means of improvement of theoretical training, strengthening of the connection with libraries, study of laws and tendencies of the development of library science and bibliography science, fulfilment of practical tasks in educational scientific industrial complexes.

Further differentiation and alternativeness in training for satisfaction of the professional needs in scientific technical and humanitarian spheres and also non-professional needs of children, youths.

We consider that in the frames of previously mentioned conception principles of multivariety of education must be reflected in greater or smaller degree. At the department of library studies in Moscow State Institute of Culture the bank of ideas and elaborations of new qualifications and specialisations is forming in the frames of main trends of the training librarians.

These specialisations stipulate functional and branch approaches, account of concrete kinds of specialists' activity, enterprises' and establishments' orders.

So, as it was mentioned previously, the training in specialisation "Management and methodic activity" had shown itself positively in the last years. The needs of branches were determined and the package of documents of qualification "Manager of library collection in documentary stocks development" was elaborated, the materials for teaching students the fundamentals of library and bibliographical marketing are being prepared, etc.

As the country turns to the market economy, the department of library studies is to decide the problem of fitting the demands of time: to provide commercial centres and joint ventures, firms and scientific industrial associations with the qualified staff. The students, who mastered library management, library and bibliographic marketing, will use their knowledge in working libraries and information centres of enterprises and organisations.

The results of the graduates' distribution in 1990 and 1991 displayed the urgent need in purposeful training of specialists for service of different categories of libraries. The interaction of Moscow State Institute of Culture with enterprises and organisations was consolidated in a number of agreements, for example with the Third Moscow Instrument Making Institute, Institute of Organisation of the Use of Land, Machine Tool Plant. The partial payment for specialists' training was supposed.

The international experience shows that in coming years the mass production of computers and their use in the processes of organisational and creative activity will demand training of information employees in system methods of information processes, investigation in social communications, computer and other equipment, and theoretical and applied fundamentals of information.

The existing approaches to the separate training of librarians and specialists of scientific technical information must be changed and oriented at the complex training, because the main purpose of their activities cannot be divided and their professions are very close. That is why in the context of library education we intend to teach a new (from 1991) speciality, "Systems of scientific technical information" with qualification "The organiser of information service".

As a result of this speciality study, a graduate must know the organisation and methods of information service, local and common information and library networks, computer means and software, organisation and using of databases and expert systems. In practical activity he must be able to carry out works in wide range: from planning and forecasting of development; identification and solution of short and long term programmes; operative handling of resources; use of computer and information equipment in the interests of users; structure and dynamics of information industry; informational economy study; determination of the trends of development of scientific-technical information.

Summing up all mentioned above, it is necessary to emphasise that Higher Library Education is changing essentially along the lines of the processes of 'perestroika' (reconstruction), which is taking place in our society.

The nearest perspectives of the development of higher education in Moscow State Institute of Culture are the following:
1. The training of specialist on the state budget basis independently from information needs of readers (professional and non-professional) with the flexible system of qualifications and specialisations.
2. The training of specialists on requiring payment contractual basis for commercial centres, joint ventures, firms, associations. For example: library managers, information and library market and so on, and also post-graduates from the largest libraries and information centres with further defending of dissertations in Moscow State Institute of Culture.
3. The training of staff for the work at automated working places of librarians, bibliographers, and specialists in information services.

NEW CONCEPTION OF LIBRARY EDUCATION IN THE U.S.S.R.

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Higher Education in librarianship in Russia dates back to 1918, when the Institute of Non-Scholastic Adult Education in Petrograd was opened with the library faculty being the part of it. This Institute is now the Leningrad State Institute of Culture named after N.K. Krupskaya)

At present Higher Education in the Russian Federation, the Ukraine, Bielorussia, Kazakhstan and Uzbekistan is provided chiefly at the Faculties of librarianship of Institutes of Culture. In other Union Republics and some of the Autonomous faculties or departments of librarianship are attached to Universities or Pedagogical Institutes.

For more than seventy years, the history of Higher Library Education in the U.S.S.R. has witnessed different approaches concerning the training of library personnel, each of them having both advantages and disadvantages! These positive and negative aspects of the training have always been the object of discussions.

In the Thirties, there were independent Library Institutes in the country. They included both the library faculty and the faculty of bibliography, i.e. the training of librarians and bibliographers was carried out separately.

Later in the Fifties and Sixties, this approach was given up and now the training of library personnel is carried out at the Faculty of librarian-bibliographer of a broad nature. This was due to the fact that a librarian had at the same time to be a bibliographer and a bibliographer in his (or her) turn had to have a good command of librarianship.

Hence the functional specialisation exists up to the present time in the form of optional courses and according to libraries' requirements.

The essence of such specialisation is that in addition to the fundamental training of broadly based librarian-bibliographer, students also receive training in a functional specialisation: acquisitions, cataloguing, management, automated library system operation, and so on.

Another approach, the beginning of which dates back to the Sixties, is the training of librarians for different types of libraries. In this connection the Faculties of public and special libraries were organised. It made it possible to take into account the specific character and peculiarities of different types of libraries, but to the detriment of fundamental training of broadly based type of librarian-bibliographer capable of working in different types of libraries. A graduate of the above mentioned Faculties appeared to be "tied up" to libraries of a definite type. And he (or she) could not be transferred to other types of libraries.

That is why Soviet specialists in the field of library education gave up such kind of training and in the middle of Seventies introduced the branch training method of library personnel.

The training of the broad type librarian bibliographer forms the basis of such an approach, but in this case the students specialise in broad complexes of sciences: sociopolitical literature, fiction, literature on art, natural-scientific and technical literature, children's literature. Students of these Departments were given an advanced training in the complex literature and bibliography of the correspondent branch. Such specialists were able to work not only in a library of a definite type, as it had been in the case of the training according to the types of libraries, but in any type of library, both in public and in special ones with a certain branch of literature.

Although an indisputable step forward, this approach had its shortcomings. The specific character of public and scientific libraries or positive results which had been achieved training librarians according to the definite types of libraries were not taken into account.

The reorganisation of our country's social and economic life required working out a new conception of library education.

The following conceptual principles form the basis of this reorganisation. In the first place is the principle of integrity of the library profession. It means the formation of integrated fundamental professional knowledge of ability and skill, in other words the training of a librarian bibliographer capable to work in a library of any kind in any functional field of library work.

This basic principle is supplemented by the principle of differentiation of a library profession which form the basis of specialisation of librarian-bibliographers directed to satisfying user's professional requirements for information or to satisfying the recreational sphere of human activity.

The important principle of Higher Library Education is the successive realisation of humanisation, humanitarisation, and computerisation of library education, and its orientation towards the priority of human values.

Finally, the principle of diversity of types of educational establishments carrying out the training of library personnel. Though at present the Institutes of Culture are the main type of educational establishments of such kind in the U.S.S.R., the possibility of re-organising them into educational establishments at a higher level (Academies, Universities of Culture) and the possibility of independent library institutes as research and methodological centres of library education are not excluded,

For the multinational Soviet Union the training of national library personnel is a matter of current interest. That is why we welcome the fact that the training of library personnel at local Universities is carried out not only in the national republics but in the autonomous republics as well.

The reorganising of Higher Library-bibliographical Education does not ignore the fact that library-bibliographical and informational work is a complex social structure whose task is to meet society's requirements for information. Taking this fact into account all library bibliographical and informational institutions can be divided into two sub-systems, depending on society's information requirements. These are the institutions covering professional (scientific, industrial, administrative, educational, creative) and non-professional spheres of human activity (general education, culture, leisure, aesthetics).

Accordingly, the main principle of Higher Library Education is its orientation towards differentiation between professional and non-professional socio-informational requirements.

The training of library specialists oriented towards professional needs for information will be carried out on the informational basis; the training of librarians oriented towards non-professional (leisure) needs for reading on the psycho-pedagogical basis.

More profound differentiation of professional requirements is carried out on the branch principle (humanistic, scientific and technical) and non-professional requirements according to the age principle (adults and children).

This differentiation is in accordance with the current actual information requirements of society.

Leningrad State Institute of Culture named after N.K. Krupskaya has adopted new curricula requiring five years of study (instead of 4 years). These curricula reflect new conception of Higher Library Education in the following four directions: library-bibliographical service of specialists in humanities; library-bibliographical service in scientific-technical field; library-bibliographical service of non-professional (self-educational) needs of adult readers; library-bibliographical work with children and young people.

All mentioned above does not deny the principle approach - the training of a broad type of librarian-bibliographer, and the understanding of the library profession as an integral whole.

All this is reflected in the new curricula. 50% of educational time is devoted to general subjects (chiefly to humanities); and 50% to library-bibliographical subjects - 30% of which is devoted to the theoretical professional training (librarianship, bibliography, bibliology, information science), and only 20% is devoted to the differentiated training taking into account orientation towards satisfying either general (adults and children), or professional requirements of readers (in the field of humanities and technical sciences).

The new curricula redouble attention to the fundamental theoretical and methodological professional training level in humanities.

The tendency towards inter-subject integration has been strengthened, and unnecessary subjects and duplication have been removed. Prior attention has been paid to the intensification of education, and to the strengthening and intensification of its practical orientation.

One should realise that the new conception of Higher Library Education does not mean bringing back the training of librarians according to the types of libraries. Of course, library specialists orientated towards the service of specialists in the scientific and technical field are primarily needed in special libraries. But they are needed in research libraries and large public libraries as well.

Librarians trained for service in the field of general sciences are primarily needed in public libraries but they are also needed in other types of libraries.

In practice librarians trained to meet professional and non-professional requirements will work in different libraries, chiefly in universal ones.

It should be underlined that the new conception does not deny the possibility of functional and branch specialisation.

This specialisation can be put into practice within the framework of the curricula mentioned above according to libraries' requirements for specialists and students' interests in for example: automated library system operator serving scientific-technical specialists; bibliographer of the literature of art; acquisitioner of children's literature, etc. For this there are various possibilities in the curricula.

It is the flexibility of curricula which can meet the demands of different libraries for library personnel with different specialisations taking into account the fundamental principle of librarian-bibliographer training that accounts for the main advantages of the new conception of Higher Library Education.

Such an approach eliminates the debate on how librarians should be trained (taking into consideration branches of knowledge, functions of library work, types of libraries etc.), as it does not contradict the above mentioned orientation and organically combines the orientation and the needs of society for information and library service.

PRESENT SITUATION AND MAJOR TRENDS OF IMPROVEMENT OF TRAINING SPECIALISTS FOR LIBRARIES IN THE UKRAINIAN S.S.R.

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Abstract

Training of specialists for libraries in the Ukrainian S.S.R. is carried out at three higher institutions and 26 high schools. Most teachers and Professors of the Institute deliver lectures in the Ukrainian language.

The Lecturers of the Kiev Institute have made a great contribution to providing the necessary textbooks and manuals in the Ukrainian language. An educational and scientific research society "Contact" has been established on the basis of the library department. The major aim of the society is to provide fundamental improvement of a training quality of skilled librarians and raising a scientific research level by means of providing closer contacts between the Institute and practical librarianship.

The professional orientation of the future librarians is one of the most important joint activities carried out by the libraries and Institute. It is aimed at selecting the young people, who demonstrate most keen interest in this kind of activities.

In 1990-91 the librarian department had been reorganised into the department of library and information systems. It consists of two divisions: the division of general library and information systems and the department of special (branch) library and information systems.

Introduction

Training of specialists for libraries in the Ukrainian S.S.R. is carried out at three higher institutions and 26 high schools. The high schools provide training of medium-level personnel. The Kharkov State Institute of Culture is the oldest higher educational institution of this kind. In 1989 it celebrated its 60th anniversary. The Kiev State Institute of Culture was founded in the capital of the Ukraine in 1968. In 1973, one of its two former branches, the Rovno Institute of Culture, became independent. These three Institutes and the Nikolaev branch of the Kiev State Institute of Culture provide training of librarians and bibliographers to the highest qualifications. Each of the 24 regions of the Ukraine has a cultural and educational high school to train personnel of medium-level qualification. Each Institute and high school have two faculties: a librarian faculty and that of cultural and educational work.

Training of students at the Kiev State Institute of Culture is provided in two forms: day-time tuition (which lasts for four years) and by correspondence (five years). Every year 150-200 persons are admitted for training at the day-time department, and 250-300 students for tuition at a correspondence course. More than 6,000 students have completed their training at the two departments of the Institute, among them students from 36 countries of the world. During the 22 years of its existence, the Kiev State Institute of Culture has provided training for more than 20,000 skilled workers for libraries.

Six special subject Departments and eight general science Departments actively participate in training of students at the Institute. The academic staff includes 10 Doctors of science and 66 candidates of science and Assistant Professors, including 5 who are Honorary title holders. The special subject Departments are: the Department of library science, the Department of organisation of funds and catalogues, the Department of general bibliography, the Department of branch bibliography, the Department of science and technology information and technical means of library work, and the Department of children's literature and librarian work with children. The department provides training for librarians and bibliographers to the highest qualification, who are specialised in sociopolitical literature, fiction and arts literature, literature for children and youth, scientific-natural, technical and agricultural literature.

The curriculum includes the following major groups of subjects: sociopolitical sciences (The history of political doctrines of the Twentieth Century, philosophy, political economy, etc); general subjects (pedagogics, psychology, general history, history of the U.S.S.R., history of the Ukrainian S.S.R., etc); special subjects (library science, bibliography, informatics, etc).

As required by "The Law about Languages in the Ukrainian S.S.R." most teachers and Professors of the Institute deliver lectures in the Ukrainian language. New courses on "The Culture of the Ukrainian Language" and "The Professional vocabulary of the librarian" have been introduced.

The Lecturers of the Institute have made a great contribution to providing the necessary textbooks and manuals, in the Ukrainian language in particular, with due attention paid to the national specific features of the process of social and cultural development in the Ukraine. Among them are: "The course of pedagogics", the manuals on "The Ukrainian literature: theory, history and methods of teaching in the Ukraine", "The Ukrainian Soviet bibliography", "Bibliography: general course", "Bibliography of the literature on agriculture". The following textbooks and manuals are being prepared for publishing at present: "Development of branch bibliography in the Ukraine", "The history of the librarianship in the Ukraine", "The Ukrainian Soviet Bibliographers", "The history of the Ukrainian book", "The library science in the Ukrainian S.S.R.: history, modern state and trends of development". The scientific research work of the Professors and students is of great importance in the Institute's activities. Research is aimed at studying the priority problems of library science and librarianship, development of librarianship in the Republic, raising the quality of training of skilled personnel, improvement of the teaching process, and further development of closer contacts with library practice. With a view to meeting the needs of Republic in textbooks and manuals it was considered reasonable to establish a special publishing house or editorial board for bibliographic and library literature and to start editing a journal on library science and practice in the Ukraine.

An educational and scientific research society "Contact" has been established, based in the library department. It includes the State republican Library for youth and children, the State Historical library of the Ukrainian S.S.R., the Central Kiev city library, and the Kiev educational and cultural work college. The major aim of the society is to provide a fundamental improvement in the quality of librarians and raising a scientific research level by means of providing closer contacts between the Institute and practical librarianship.

The activity of the education and scientific research library society "Contact" is aimed mainly at:

1. Providing practical and laboratory training directly in the libraries; introduction of advanced, active forms of training on the basis of evaluating the experience gained in the area of bibliography and library practice.

2. Carrying out the term and graduation papers and tests on the requests of the librarian-members of the society "Contact".

3. Organising high quality practical training for students.

4. Involvement of the leading specialists of the libraries in supervising practical studies, and in delivering lectures.

5. Participation of the academic staff and librarians in joint scientific research programmes, scientific conferences, seminars and meetings.

6. Raising the experience of the Lecturers by means of practical work in the libraries.

7. Carrying out joint scientific research and methodological works (with the aim of publishing them in future).

The branches of the special subjects' Departments, established in the libraries which are members of the society, as well as in some other libraries of the Ukraine - Central Scientific library of the Ukrainian Academy of Sciences, the republican medical Institute Library, Ukrainian agricultural Library, Kiev Polytechnical Institute Library - have become the inherent part of the scientific and educational librarian society "Contact".

The professional orientation of the future librarians is one of the most important joint activities carried out by the libraries and Institute. It is aimed at selecting the young people, who demonstrate most keen interest in this kind of activities. Sociological questioning carried out in the Kiev State Institute of Culture among the graduates from the Institute who work in different libraries (353 persons were examined) showed that 47 per cent of them after finishing the secondary school were inspired to become professional librarians while 34.8 per cent replied that they did it, following the advice of relatives or close friends. About 17.3 per cent of the graduates explained their choice by chance.

41.4 per cent of the respondents asserted that they were well acquainted with the essence, nature and conditions of their future profession; 50 per cent had no clear knowledge in this respect, while 4.8 per cent had not a slightest idea of their future profession.

The results of our analysis prove that those graduates whose choice of the profession was made consciously became later the real enthusiasts of librarianship.

With the aim of improving professional orientation certain measures are being undertaken to establish such centres as "School - Institute", "Cultural and educational college - Institute". Those centres are expected to become professional orientation centres of a new type to provide adequate preliminary selection of gifted youth. Consideration is also being given to establishing a psychological service within the structure of the Institute.

This service would deal with orienting the school leavers and students on their future professional activities, including personal and social aspects; elaboration of an individual curriculum of training, if requested, with due attention paid to abilities of students and their psychological characteristics; preparation of individual methods of learning; development of professional habits and creative abilities; elaboration of efficient models for the educational process; other requests aimed at improvement of psychological conditions of the education process and professional activities.

The new social and cultural situation resulting from adoption of the Declaration on State Sovereignty of the Ukraine demanded further broadening of the social functions and raising the level of the library and bibliographic service, meeting the requests for information in the field of science, culture, education, production.

That is why new ways, forms and methods of training the specialists with due respect to the tasks of national revival of cultural life in the Republic and its regions were carefully considered in the Kiev State Institute of Culture. The long term concept of training the specialists in the Ukraine was elaborated to this effect. It reflects modern international and national achievements and experience gained in the sphere of pedagogics, organising and planning the education process, as well as scientific methodological approaches, formulated in the Concept of development of national higher education in the Ukraine.

Corresponding structural changes had also been introduced.

In 1990-1991 the librarian department had been reorganised into the department of library and information systems. It consists of two divisions: the division of general library and information systems and the division of special library and information systems. The division of general library and information systems provides adequate training of the librarians and bibliographers for general scientific libraries and public libraries and libraries for children and youth, while the division of special library systems is intended for librarians and bibliographers who specialise in humanities, natural, agricultural sciences and technology.

New specialisations had also been introduced. They are: "Technology of automatised processing of information in libraries" and "Bibliography and book knowledge in bookselling organisations".

If requested by libraries, the department can also provide training at the division of general library and information systems such specialists, as: librarian-sociologist, librarian-cataloguer, librarian-psychologist-teacher for children and youth, librarian-fund-expert, librarian-archivist; the division of special library and information systems can provide training the following specialists: bibliographer-editor for mass media, bibliographer-museologist, bibliographer information specialist in humanities, natural and agricultural sciences, technology, medicine, bibliographer-technologist of information retrieval system.

Besides the department starts the course of intensive training of librarians and bibliographers for those students who have got higher non-library education.

In future the Institute is intended to provide training of specialists at several levels. They are:
a) 4-year training for the secondary school-leavers leading to a bachelor's degree and qualification of librarian-bibliographer;
b) 4-year training for the graduates of cultural and educational colleges leading to the Magister's degree and qualification of librarian-bibliographer.
c) post-graduate courses. Those who successfully finish the courses and present an appropriate thesis are granted the degree of Candidate of pedagogical sciences. Those, who failed to present the thesis, are awarded the degree of Magister of science.
d) advanced courses. Those who present an appropriate thesis are granted the Doctor of science degree.

In order to provide uninterrupted training of specialists it would be reasonable to establish an association, which should include: educational and cultural college, Institute of culture, Institute of raising qualification for the specialists of culture.

To our opinion, training of medium-level bibliographers in the Republic should be concentrated in the 5 to 6 best colleges of culture.

The important aspect of the Institute's activities is the preparatory work aimed at establishing an Institute of documentary communication. This Institute is expected to become the Ukrainian centre for training bibliographers and librarians for different libraries and institutions. It should also provide theoretical and practical training adequate to the modern level of achievements in science and technology.

It is also necessary to continue work on curricula and with due attention paid to the possibility of widening the number of obligatory subjects, subjects to be learnt on the choice of a student, elaboration of individual programmes of training, development of methodological, scientific and technological support service for students' self education.

The Institute considers it to be important to develop contacts with foreign countries to so study the level of training the specialists. To this end, it is necessary to organise raising qualification of Professors and Lecturers, training and practical work of the students abroad, signing the agreements on cooperation and exchange of the groups of students and

Professors.

L'INSTRUCTION DES BIBLIOTHECAIRES DANS UNE REPUBLIQUE NATIONALE (SUR L'EXAMPLE DE LA R.S.S. DE BIELORUSSIE - Library education in a national republic (as exemplified by Bielorussia S.S.R.)

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Summary in English

The first library faculty in Bielorussia was opened in Mogilev in 1933. In Minsk one began to function in October, 1944, as a faculty of the Minsk Pedagogical Institute. Since July 1975 it has been part of the Minsk Institute of Culture.

At that time the training of librarians had a common character and prepared specialists for public libraries. In the Sixties all libraries were divided into universal scientific and public libraries, technical, children's and school libraries. In the middle of the Seventies the library faculty was training specialists with a broad wide profile and certain specialisations (librarians for technical, agricultural libraries etc). In 1984, such libraries were again turned into public libraries.

The accepted way of training librarians today is based on a new political thinking which is based on the priority of all human values and on the new platform adopted by our country in seeking solutions to its national problems. That is why the main principles in training librarians are democratisation, and humanisation and their amalgamation with national and regional interests. The U.S.S.R is a multinational country. That's why our system of education is based on dialectical unity of three components: humanitarian, federative and national.

These principles were not taken into consideration some years ago. Only in 1976 did the topic "disciplines connected with the peculiarities of a union republic" appear in the curriculum. It took 160 academic hours and formed 8.5% of the whole curriculum.

Amalgamation of all human, federative and national values in the content of training at the Librarian Faculty at the Minsk Institute of Culture has been fulfilled in two ways. We set up separate, parallel courses to help our students get acquainted with the experience and knowledge in particular sciences of the whole world, our country and our republic. These parallel courses are: Foreign Literature, Soviet Literature, Byelorussian Literature, History of Foreign Countries, the U.S.S.R, the B.S.S.R, Foreign Bibliography, History of Bibliography in the U.S.S.R, Byelorussian Bibliography, History of Librarianship abroad, in the U.S.S.R and the B.S.S.R. At the same time our students have to study "Subject Bibliographies", "History of Byelorussian Book" and the Faculty course of Byelorussian (for those students who cannot speak this language).

Amalgamation of these three components can also be found in a specialised part of education. In this case subjects which have international or federative character are taught, as well as ones dealing with republican problems (for example "Byelorussian children's literature", "Byelorussian Literary Bibliography", "Bibliography of Regional Economy" and "Regional bibliographic systems and the problems of their optimisation").

Independent scientific disciplines at different levels of generalisation have a positive meaning but they don't enable teachers to show the process of cooperation of different nations in gaining experience and knowledge. Besides, an excessive number of subjects makes it difficult to train good librarians. That's why we find it necessary to organise integrate courses in which international problems are studies together with regional ones. To our mind, such courses should be organised in theoretical and so called professional disciplines. At the Library Faculty the following integral courses can be opened: "History of Book", "Informatics", "History of Library Science". We realise all the difficulties in teaching these courses which must become dialectical and integral at the same time. And our students have to look for inner connections in learning subjects.

Many themes were changed in the curriculum of the Library Faculty in recent years. While training our students we attract their attention to humanitarian, national and regional problems. We try to show the part of work of Byelorussian scholars in world literature and culture. At the same time the students are told about successes of capitalist countries and our problems in the field of librarianship. The students try to analyse documents to clarify specific regional requirements of Byelorussian readers. During the practicum, the students get acquainted with concrete social, economic and cultural conditions of different regions of the republic. The best third- year students (two groups) have their practice in the libraries of Bulgaria and Poland.

What concerns the up-bringing process at the Library Faculty is also has the character of "three components". For example, historical and aesthetical education of the students is formed on the base of monuments of spiritual and material culture of the B.S.S.R, the U.S.S.R and foreign countries.

National aspects prevail in scientific and research works of our teachers and students. But it doesn't of course exclude the usage of the international experience in library science. Research work of foreign students is devoted to studying foreign and federative activity of library-bibliographical and informational institutions. Our regional problems are being discussed in the works of our teachers. A lot of scientific articles and monographs on the history, and methods of organising libraries have been published such as "History of Librarianship in the B.S.S.R" (1986, Prof. Pokalo), "Byelorussian Bibliography" (1983) and "The System of Bibliographical Information of the Union Republic" (1990, Prof. Leontchikov). We are preparing to publish a "Russian - Byelorussian Dictionary of Bibliographic Terminology".

The language of studying at the Minsk Institute of Culture was and still is Russian (excluding the course of Byelorussian Literature). Now, however, we give priority to Byelorussian. We are planning to teach our students only in Byelorussian. The Scientific Council of the Minsk Institute of Culture is reviewing this problem and a new programme of teaching students Byelorussian.

Summing up we can make the conclusion that our future librarians will be proud to live in the republic and at the same time they will feel that they are the citizens of the Soviet Union and the whole world.

Text

L'instruction superieure des bibliothecaires dans la Bielorussie a vu son 58eme anniverssaire. La premiere section de l'education des bibliothecaires avait ete cree en 1933 dans l'institut politico-civilisateur de Mogilev. La faculte des bibliothecaires existait aupres de l'institut pedagogique M.Gorki de Minsk depuis l'octobre de 1944 et jusqu'au juillet de 1975. Des le juillet 1975 elle va parmis les facultes db l'institut de culture de Minsk.

L'instruction primordiale des bibliothecaires de qualification superieure avait la nature etendue (non differenciee) et etait axee aux bibliotheques publiques. Aux annees soixantes on a commence la specialization des bibliotheques par type: bibliotheques uniques scientifiques et populaires; bibliotheques techniques; bibliotheques d'enfant et scolaires. A partir des annees soixante dix la faculte des bibliothecaires a vu le debut de la preparation des bibliothecaires-bibliographes specialises dans les branches de la litterature: la bibliotheconomie et la bibliographie politiques et sociales, techniques, agricoles, des lettres et des arts. La specialisation neuve - l'automatisation et la mecanisation des procedes de

bibliotheque - existe a partir de l'annee 1987 et en 1989 la specialisation - les bibliotheques publiques - a remplacee la specialisation "la bibliotheconomie et la bibliographie politiques et sociales, tecbniques, agricoles, des lettres et des arts".

L'approche actuelle de l'augmentation du niveau de l'instruction des bibliothecaires, ainsi que leur formation en general, sont basees sur la mentalite politique neuve liee a la reconnaissance de priorite des valeures humaines, sur la base nouvelle de la structure federative de l'U.R.S.S. et de la question nationale. Cela definie la mise en avant et l'actualisation de tels principes generals dans l'instruction des bibliothecaires comme la democratisation, le humanisme et le humanitarisme, ainsi que leurs correlation avec des moments nationaux et regionaux. On sait que dans les conditions de tel Etat multinational federatif comme l'U.R.S.S, a la base du systeme de l'education doit etre le principe dialectique de l'unite des trois source: hunaine, internationale, sovietique (federative) et nationale (1). De temps en temps on n'a pas pris dument en consideration ces points typiques de fonctionnement de l'instruction superieure des bibilothecaires. Cela temoigne du fait que seulement en 1976 le point "les matures inclues relativement aux particularites de la republique federative" entre dans le plan typique de l'instruction de la specialite". Ce point avait 160 heurs (8.5 % de toutes les heures du plan de l'instruction). L'experience accumulee de l'organisation et du maintien de l'instruction sur la faculte de la bibliotheconomie et de la bibliographie de l'institut de culture de Minsk permet de faire de certaines conclusions sur l'amelioration de l'instruction superieure des bibliothecaires dans les republiques nationales de l'U.R.S.S. compte tenue du principe formule "de l'unite de trois sources".

L'union des valeurs humaines, federatives et nationales dans la nature de l'instruction dans la faculte des bibliothecaires de l'institut de culture de Minsk est realisee en deux formes. Les cours independents et parallels separent les disciplines humanitaires et speciales ayant un aspect national ou regional important. Ces cours donnent aux etudiants les connaissances sur certaines sciences, accumulees par les peuples du monde, du pays et de la republique. Comme l'exemple on peut citer les disciplines parallelles suivantes: la litterature etrangere, la litterature sovietique, la litterature de Bielorussie; l'histoire des pays etrangers, de l'U.R.S.S. et de la Bielorussie; la bibliographie etrangere generale; l'histoire de la bibliographie de l'U.R.S.S.; la bibliographie de la Bielorussie; l'histoire de bibliotheconomie a l'etranger, en U.R.S.S. et dans la Bielorussie.

Dans la liste des disciplines, instituees conformement aux particularites de la republique, sont inalues "Les bibliographies des branches de la litterature de R.S.S. de Bielorussie", "L'histoire du livre Bielorusse", ainsi que le cours facultatif "la langue bielorusse" (pour des etudiants qui ne conaissent pas la langue bielorusse). La combinaison de ces trois sources a lieu et dans la partie specialisee de l'instruction. Dans cette partie, sauf des disciplines speciales avec le contenu du materiel mondial et federatif, il y a aussi et des cours regionals conformement a des specialites concretes. Par example on peut siter "La litterature Bielorusse d'enfant", "La bibliographie litteraire de la Bielorussie", "La bibliographie de l'economie regionale", "Las systemes regionaux bibliographiques et les problemes de leur optimisation. La presence dans le contenu de l'instruction des disciplines independantes de differents niveaux de generalisation a l'inflence positive, car elle donne aux etudiants la possibilite d'assimiler le contenu reel et concret de differentes branches des connaissances et de comprendre la nature d'un objet. Mais telle forme de l'instruction est basee sur le niveau factologique et decriptif de l'instruction, lequel ne permet pas de montrer completement le processus de l'interaction des peuples du monde dans la conaissance des phenomenes et des objets, leurs signification scientifique et culturelle comparative, ainsi que leur succession historique. Plus, et cela est tres important, la croissance de part des disciplines correspondantes dans le plan d'instruction exprimant l'experience et les connaissances regionales, nationales, du pays et de l'etranger aboutira a plus grande quantite des disciplines et ne permettra pas de realiser la preparation de base des cadres des bibliotheques. C'est pourquoi il est utilement et rationallement d'avoir les disciplines de ce type seulement pour les cours appliques et destignes a la formation de la pratique et des connaissanses professionnelles dans la bibliotheconomie et Dans la bibliographie. Dans tous les autres cas il faut s'orienter vers l'elaboration des cours integres, qui exprimeraient les loix communs et l'experience du developpement d'un phenomene dans le monde, dans notre pays (l'U.R.S.S.) et la specification de sa manifestation dans une republique national. Selon notre opinion, les cours integres de telle sorte doivent etre creer pour les soit disant disciplines generales speciales theoriques. Les cours integres suivants: "L'histoire generale du livre et de la bibliographie", "L'informatique", "L'histoire generale de la bibliotheconomie". "L'histoire generale de la bibliographie" pourront avoir de competence dans les facultes des bibliothecaires. Nous nous presentons toutes les difficultes de l'ensaignement de tels cours integres, car on a besoin de passage vers le niveau structural et continu et ensuite vers le niveau dialectique et integre. Le dernier suppose la revelation analytique des liens internes des disciplines enseignees ayant partois la nature abstrait en ideal. Le cours "La litterature mondiale" est entre dans le plan d'etudes pour la specialite "La bibliographie et la bibliotheconomie.

La presence des formes denommees ci-dessus empechent aux etudiants de s'imaginer tous les complexes des acquisitions et des problemes socio-economiques, historico-culturels et bibliotheco-bibliographiques de la civilisation humaine. C'est pourquoi la troisieme forme de la realisation de "trois sources" dans le contents de l'instruction dans la faculte des bibliothecaires est l'introduction des materiaux quelconques dans toutes les disciplines sociales, scientifiques et speciales. Ces materiaux facilitent la comprehension de l'experience et des connaissances mondials, nationals, regionals et d'Etat par les etudiants. De ce point de vue on a accompli le travail immense de revision du contents des disciplines d'instruction dans la faculte des bibliothecaires de l'institut de culture de Minsk. Ce travail etait accompli au cours des dernieres annees. Les sciences humaines et surtout la phylosophie ont supportees les changements de fond; le nouvel cours "L'histoire des enseignements humaines" s'est apparu. Dans toutes les sciences humaines on a sensiblement elargi d'une part l'exposition des valeurs humains et d'autre part la prise en consideration des moments nationaux et regionaux. La realisation des derniers se produissent comme l'exposition de la contribution de meilleurs hommes du peuple bielorusse et d'autres minorites ethniques, residant sur le territoire de la republique, dans la culture mondiale.

Au cours de l'enseignement de ces disciplines beaucoup de chauses ont ete renouvelees. Assez grandes quantite des disciplines, qui montrent l'experience et les connaissances dans le domaine de la bibliotheconomie et de la bibliographie des pays capitalistes developpes, est introduite dans les cours "La bibliotheconomie generale" et "La bibliographie generale" ainsi que dans toutes les branches des disciplines du caractere bibliographique. Tous les acquisitions et les problemes des branches discutees de l'activite des republiques de l'U.R.S.S. y compris la Bielorussie sont montres plus exactement. Par example, aux cours des heures des disciplines des branches bibliographiques les etudiants s'apprennent a analyser la documentation premiere, a definir non seulement les besoins d'information de differentes categories des lecteurs, mais aussi leurs besoins dans le sense specifique (regional), qui sont determines par les facteurs du developpement de la science de l'economie et de la culture de la R.S.S. de Bielorussie.

La realisation du principe de "trois sources" penetre dans tous les etapes et les aspects de l'existence du systeme de l'instruction dans la faculte des bibliothecaires. Au cours de telles formes d'activite des etudiants comme le stage theorique et pratique ils prennent des connaissances des conditions culturelles et socio-economiques concretes des regions differentes de la republique, et apprennent l'experience du service bibliotheque et bibliographique. Le stage pratique dans les bibliotheques polognaises et bulgares, qui existe il y a deux ans pour deux groupes des etudiants, contribue a connaitre l'experience du travail des bibliotheques etrangeres.

S'il s'agit de processus educatif des etudiants dans la faculte des bibliothecaires hors de l'institut, il faut dire qu'il porte des trais distinctifs de "trois sources". Par example, la concience historique et l'education esthetique des etudiants sont formees sur la base des monuments et des chefs d'oeuvre historiques de la culture nationale et d'esprit de la Bielorussie, de l'U.R.S.S. et des pays etrangers.

Et enfin, les aspects regionaux et nationaux predominent dans le travail de recherches scientifiques des professeurs et des etudiants, bien sur si l'on se fond sur les conditions et les possibilites locales. Les themes des travaux de cours et de diplome ainsi que des exposes des etudiants se basent essentiellement sur l'experience des activites des bibliotheques et des organisations d'information de Bielorussie. Cela nullement ne regete pas la possibilite d'etude de l'experience sovietique et internationale dans le domaine de la bibliotheconomie. Cette possibilite est realisee comme la regle dans les limites des travaux de recherches scientifiques des etudiants et se fonde sur les source publiees. Quant aux travaux de recherches scientifiques des etudiants strangers, ils sont orientes vers les etudes des activites a l'etranger et aux cadres de la federation des organisations de bibliotheque, de bibliographie et d'information. Les themes regionaux sont presentes essentiellement dans les travaux de recherches scientifiques des cadres de la faculte des bibliothecaires.

La publication de grande quantite des articles scientifiques de certaines questions de l'histoire, de la methode et de l'organisation de la bibliotheconomie et de la bibliographie de la Bielorussie est le resultat des etudes des themes nationaux et regionaux. Les monographie "L'histoire de la bibliotheconomie dans la Bielorussie" (M.I. Pokalo, charge de cours, ed.1986), "La bibliographie bielorusse. Le cours general" (ed.1983) et "Le systeme de l'information bibliographique d'une republique federative" (V.E. Leontchikov, professeur, ed.1990), "Les bibliographies de branches de litterature bielorusse" (ed.1979) ont vu leur publication. "Le dictionnaire russe-bielorusse de la terminologie de bibliotheque et de bibliographie" se trouve dans les plans de l'edition.

Les moments nationaux danz le fonctionnement de l'instruction superieure des bibliothecaires se manifestent au cours de choix de langue de l'instruction. Pendant des annees toutes l'instruction dans l'institut de la culture etait faite en russe, sauf le cours "La litterature bielorusse" lequel etait naturellement en bielorusse. Il y a seulement deux annees que les etudiants apprennent les disciplines (generales et speciales) liees a la Bielorussie a la langue bielorusse. En 1990 le Conseil scientifique de l'institut de la culture de Minsk a redige le programme du passage vers l'instruction dans toutes les facultes en bielorusse a la fin de la cinquieme annee. Le choix de la langue maternelle comme la langue d'enseignement dans la faculte des bibliothecaires de l'institut de la culture de Minsk ne diminue nullement le role et l'importance des etudes par les etudiants et d'autres langues etrangeres y compris le russe, qui joue le role du moyen des relatiob entre les nations dans les conditions de l'U.R.S.S.

Pour resumer, on peut faire la conclusion, que la combinaison raisonnable de l'experience et des connaissances regionals, nationals, federatifs et humains contribueront a ce fait, que futurs bibliothecaires et bibliographes soient "fiers de l'appartenance a leur peuple et en meme temps de conscience d'etre les citoyens de leur pays et les representants de toute l'humanite".(2)

1. G. Jagodin: "Aller a la rencontre" //le journal "Pravda", 1989, le 15 aout, page 5.
2. G. Jagodin: "Aller a la rencontre" //le journal "Pravda", 1989, le 15 aout, page 5.

LIBRARY STAFF IN THE TAJIK S.S.R. AND WAYS OF IMPROVING ITS TRAINING

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Abstract

The modern system of secondary and higher professional library schools in the Tajik Republic was formed in the years of the Soviet power. This system perceived the traditions and the best qualities of the general soviet system of education; it is functioning taking into account national, demographic, social-economical, geographical peculiarities of the Tajik Republic.

Library workers of secondary professional level are prepared by two secondary library schools; library personnel of higher level are trained in the Tajik State Institute of Arts and in the Moscow State Institute of Culture. There are courses of continuing library education in the Republic. Thanks to the existing system of training librarians, about half of the total number of librarians in Tajikistan (46.4%) have professional library education.

New trends in social and economic development of the U.S.S.R. demand to use new approaches to the organisation of library education. It is necessary to correct curricula and methods of teaching library specialists of different levels, their continuing education, to tie together all the library schools in the Republic in the conditions of mountainous relief of the Republic, which makes library service much more difficult. Special attention is paid to the training specialists for public libraries in multinational villages and kishlaks.

Gaining republican sovereignty in the framework of the Soviet Union, and independence for the higher schools in the country gave new possibilities to the library education. Now new conditions are created in the Republic to solve the following problems: to form the staff of scientists and specialists in the sphere of librarianship and library education, to strengthen the material and methodical base of professional training, to make inter-school contacts wider in order to exchange experience, and to develop research work in the field of professional library education.

Introduction

The training of librarians is one of the main strategic problems of the library science in Tajikistan now. The solution of this problem is of a great theoretical and practical importance, and it is closely connected with the actual conditions of the Republic, which determine the creation, functioning and development of an independent territorial system for the training of librarians.

In the years of Soviet Power, reinforced training of librarians for the republican libraries was implemented in Tajikistan. At first the training of librarians was connected with specific difficulties in organisation, because of specific features of the historical development of Tajikistan: low educational and cultural potential of librarians at the stage of the beginning of the creation of the training system, lack of the educational establishments, weak material resources of educational establishments, lack of librarians, and so on.

The first form of training librarians at the creation of the professional educational system was annual short-term courses, as the most practicable and flexible techniques of political and professional training, which permitted to give in short time the elementary professional knowledge and experience to the large number of specialists.

The training of library specialists through secondary educational institutions in the Republic began in 1934 by the foundation of a library department in a pedagogical college in Dushanbe, and the planned and systematic training was organised in 1945 in the republican library school (now the Republican Cultural Educational School). Tajik librarians were trained for higher degrees in the 1940-1960 period at the branches of the Moscow State Institute of Culture in Frunze and Tashkent, but from 1967 this training began in the Republic after the foundation of the library branch at the Faculty of Arts in the Dushanbe Pedagogical Institute.

In 1973 this branch was reorganised and become the department of librarianship of Tajik State Institute of Culture, which was later called in honour of the famous Tajik poet Mirzo Tursun-Zade.

The existing system of training librarians for the republic's libraries includes: the department of librarianship in the Institute of Arts; the Moscow Institute of Culture; the library branch in the Republican Cultural and Educational School (in Hudjand), and courses for the improvement of the professional qualification for the employees in the field of culture attached to the Ministry of Culture of Tajik S.S.R.

Current problems

An analysis of the existing system of the training of librarians in the Tajik S.S.R. shows that there is no universal, hierarchical system of all its stages so far from the secondary library schools to the postgraduate professional education. As a result, every subsystem (higher, secondary special, enhancement of qualification) functions autonomously, without close connection between them. Moreover, the training of librarians in the Republic is mainly oriented at the state public libraries, which belong to the system of the Ministry of Culture of Tajik S.S.R. As for the libraries of other departments and networks, the personnel for them has never been trained in Republic so far. Their needs were satisfied partially by the graduates from the Institute of Arts and the Moscow Institute of Culture. Some education and training in library work could also be received by library workers at monthly courses, where continuing library education is organised.

The indices of the growth of librarians with higher and secondary special education testify to the lag of training behind the growth in the number of libraries in the Republic. Already now, only 46.4% of the need for librarians in the libraries of the Ministry of Culture of Tajik S.S.R. is satisfied, including 32.6% librarians with secondary special education, and 13.8% with higher education. This takes no account of the other systems' libraries. Library specialists are badly needed in province. Now, 1501 librarians work in Tajik libraries. Of these, 32.9% of employees have completed Secondary Library Education; 11% have Higher Library Education; 2.6% have higher non-library education; 53.5% general secondary education. 56.1% have had no library education

In spite of the need in the librarians with the higher and the secondary special education in the libraries of the Republic, the organs of local authority, the departments of culture do not pay much attention to the existing situation. In the Republic the level of fluctuation of the library employees is very high, especially in the provinces. More than 80% of librarians today have been employed in a library for less than 5 years. The main reasons of fluctuation are: unsuitable conditions of life at the working place, low payments, weak material base of the libraries, and dissatisfaction with the job.

In the training of specialists of the highest degree for the Republic's libraries an expansive approach existed for a long time, i.e. the main attention was paid to the growth of the number of students, especially of externally trained ones. The quality of training received little proper attention. The weak material base of the library faculty, the lack of suitable classrooms, laboratories, educational methodical literature (especially in the students' native languages), poor possibilities for practical educational, etc, had a negative influence on the quality of future librarians.

Mention should be made, that the existing trend of growth in the number of students in library educational institutions of the Republic is not adequately supported by the material base, nor is the quality of education high enough either. A substantial proportion of graduates do not follow their speciality. Their main purpose is to receive higher education.

They are not interested in the profession of librarian.

Interest in the profession of librarian among young people is very weak, especially in the rural areas. For the great number of students training at the secondary or higher library school is just a way to spend time.

Our observations showed that the most steady interest in the profession of the librarian is expressed by the students with Secondary Library Education and librarians who worked in library for a long time. That is why the main task is to develop especially actively the interest of such students in the profession during the years of their study, creating more favourable conditions for them. The existing approaches to the development of students' interest in the profession at the library faculty of the Institute (scientific conferences, course works, etc) do little to stimulate this interest. It is necessary to establish the practice of writing diploma theses in the final courses, to enhance the material and moral stimulation and the quality of training, and to differentiate and individualise the training of librarians.

Local considerations

So far the essence of training of librarians in the Republic has been determined mainly by standard educational plans and programmes which do not correspond to the needs of the development of the librarian science of Tajik S.S.R. Now the library educational institutions have received more freedom, the task to reflect optimally the latest achievements of science and technology, natural, geographical, socio-economic, national and cultural originality of the Republic in the educational process is of great importance. The main specific feature of Tajik S.S.R. is its geographic uniqueness. Valleys occupy only 7% of its territory, and even they are at a height from 300 to 1000 metres above the sea-level. The main part of the territory of the Republic is occupied by mountains with the highest peaks of the world. Almost one-half of the territory is above 3000 metres. Across the whole territory of Tajikistan, which occupies 1,431,000 square kilometres, the arctic chill of mountain peaks stands above the subtropical heat of the valleys. The terrain makes communication between settlements difficult. The hot climatic conditions in the valley regions and permanent snow in the mountains (which receive 1-1.5m of snow in winter), cause considerable difficulties in using most kinds of transport. The transport service in many regions of the Republic represents a very complicated technical problem, which demands more material expenditures both in building the highways and in their use. As a result a lot of remote regions and kishlaks are still separated from each other and from the outer world, and so are the libraries in them.

The distribution of the village population (which constitutes 67% of the whole population of the Republic) is conditioned by the rocky relief of Tajikistan. The majority of kishlaks are situated in mountainous valleys, rocky hollows and in the valleys of irrigational agriculture. Vast highland territories are either unoccupied or occupied very sparsely. More than 70% of the village population live in one quarter of the Republic's territory.

Because of the wide variety of geographic and climatic conditions of the Republic there are significant differences in the economic activity of the population of the different zones. In the lower valleys an important role in agriculture is played by grain farming, cattle-breeding, silkworm breeding, gardening, and vine-growing. In the upper valleys cattle breeding is increasingly important, and in the East Pamire cattle-breeding is the only occupation of the village population.

These unique features influence the specific character of the training of the librarians, which must fit to the demands of the library practice in Tajikistan.

Education and training

The content of the training of the librarians is closely connected with the multinational character of the population. Altogether there are representatives of 86 n6 nationalities living here. The multinational composition is equally typical for the villages where representatives of more than 30 nationalities can be found. The multinational population is reflected in the student body in the library educational institutions of the Republic. Currently, in the republican cultural educational school representatives of 22 nationalities study. It has been necessary to form study groups for Tajik, Russian and Uzbek languages. The students' body at the library faculty of the Institute of Arts has been multinational from the first years of its organisation. Now there study representatives of 9 nationalities on the full-time course, and 17 at the correspondence department. The training is in two languages: the Tajik and the Russian.

The main problem of the training of librarians who work in the conditions of multinational settlements is in differentiation and individualisation of their education. The specialised training of such specialists is needed. From our point of view such specialist must know first of all some languages: native, Tajik, Russian and if it is possible some others (preferably Uzbek, Kirghiz, Kazakh, Turkemen, Tatar). Then he must know the culture, traditions, habits, psychology of those nations and peoples which live in the region of the village libraries. The nature, economy, social structure of the population of the Republic and specific features of their development must be understood. They have to possess wide erudition and high general culture, to be internationalist, patriotic, and able to approach to the representatives of different nationalities from the position of cooperation, mutual assistance, mutual informing of the peoples of the different nationalities.

This task at the library faculty of the Institute of Arts is solved by the means of teaching the complex of disciplines, connected with the features of the Republic. The specialised training of the future specialists is implemented by reading courses in "History of the library science in Tajikistan", "The forming library stocks of the public libraries of Tajikistan", The Tajik literature bibliography", "The bibliography of social political literature of Tajikistan", and "The history of the Tajik book". In addition, students study the disciplines which give the system of knowledge in the spheres of history, language, literature and the development of art culture of Tajikistan. In conclusion we must emphasise that we have found it necessary to solve independently and creatively the questions of the training of librarians to take full account of the originality of the Tajik S.S.R.

SECONDARY LIBRARY PROFESSIONAL EDUCATION IN THE U.S.S.R.: PRESENT SITUATION, AND PERSPECTIVES ON DEVELOPMENT

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Abstract

There are two levels of training librarians in the U.S.S.R. - Secondary and Higher. Librarians of the first level are prepared for practical fulfilment of concrete technological processes mainly in public libraries. These library workers are trained in two variants: on the base of 1) incomplete (9 years) and 2) complete (10-11 years) secondary general education in 132 secondary professional schools of culture and schools of librarianship.

General and special subjects are united into special complexes for better teaching; practical work in libraries and in school laboratories are widely used in teaching process.

Now the system of Secondary Library Education is in a process of reforming, which touches its organisation and contents. Secondary Library Schools are to transform into library colleges; new levels and profiles of library qualifications appear; the de-ideologisation of teaching process is taking place; new subjects (pedagogics, documentation, etc) are included in curricula; teaching of library technology is based on computer use; and active methods of teaching are applied. The Secondary Library Schools are searching for ways of training specialists to meet libraries' demands.

In the U.S.S.R. the new plans of forming a new system of combination Secondary and Higher Library Education are worked out. According to them graduates from Secondary Library Schools entering the Higher professional institution will have their own curricula which differs from those of the students who have no Secondary Library Education.

In addition, there are ideas to create professional educational institutions, where specialists of Secondary and Higher library qualifications can study together.

Text

In the U.S.S.R there exist two levels of library education: Secondary and Higher. The specialist with a Secondary qualification is trained in the speciality "Library work" for practical fulfilment of concrete technological processes mainly in public libraries. This training is realised in two variants: on the basis of uncompleted (9 years) and on the basis of completed general Secondary general Secondary education in 132 specialised educational institutions: Schools of Culture and Librarianship. There the general scientific and special disciplines are taught, based not only on the classroom lectures but on wide use of industrial practice.

At present a process of fundamental reconstruction of Secondary Library Education system on all trends of organisation is taking place. For more than half a century Secondary Library Education has had a lot of problems which could not be solved because of a wide range of accumulated reasons. They concerned both the level and the contents and methods of training specialists. The stagnation was promoted by the wide-spread opinion among the Secondary Library School employees and the library community that the graduates of Schools of Culture and Librarianship possessed, supposedly, all the necessary qualities which characterise an up-to-date librarian, and even exceeded the general professional potential of the librarian with Higher educational training. It is natural that Secondary Library Education developed more (in quantity) than Higher Library Education (Higher Library Education). Currently, in the staff of the state public libraries the specialists with Secondary Library Education constitute more than 40% of the total, whilst the specialists with Higher education constitute only about 12%, and it is known that a substantial number of libraries and their departments are headed by Secondary Library

Education graduates. And in these conditions it appeared that library work must be at its best. But it is now in a critical situation. We don't want to blame the existing Secondary Library Education alone for the poor state of affairs in library work. All the systems of training librarians, the conditions under which the libraries worked, the one-party ideology (which influenced library work especially negatively), and the lack of technical equipment in the country as a whole are to blame.

We must conduct 'perestroika' (reconstruction) of library education to try to overcome all these negative trends, and of course to organise Secondary Library Education in a new way.

The necessity for a reorganisation of Secondary Library Education surfaces more and more actively in the consciousness of our leading specialists in library education and, much more importantly, in the conscience of Secondary Library School teachers. The reconstruction of general scientific and special disciplines teaching has begun, and the tendency of Secondary Library Education to incorporate computerisation intensifies. The delivery of a limited independence to the educational institutions is developing Lecturers' initiative in the search for optimal solutions in the training of librarians, and in the usage of the best national and foreign experience in this plan.

The tendency for Schools of Culture and Librarianship to be transformed into secondary educational establishments of Higher level, and the creation of library colleges (on basis of cultural schools forming a library subfaculty) is obvious. The colleges must eliminate a lot of negative trends in training of librarians, which are common in existing Schools of Culture and Librarianship. First of all their orientation is not towards the public library as it has been so far, but towards all the types of libraries. The most important element in this new orientation is to give knowledge of technology in library work, practice in its application, and to define the specific features of different types of libraries. Such an approach permits future specialists freedom from a connection with one type of libraries, but to be able to change the place of work and the type of a library without requalifying, as necessary under the conditions of market and market relations

It is natural that this new orientation demands the revision of the qualification itself, which now has the title "Librarian". It is the definition which is being included in the qualification "Librarian-bibliographer" in Higher Library School. Taking into account that the college student must acquire mainly practical knowledge, and skills in the realisation of technological processes and operations in libraries, it will be better to name him "Librarian-technologist", and the speciality itself must be named "Library technology". This very title has been introduced by Smolensk College of Culture.

Mention should be made of the correlation between practical and theoretical training in a library college. In traditional Schools of Culture and Librarianship the former aspect prevailed, and the theoretical training had a descriptive character based on practice. In the college, the character of theoretical training changes too: it becomes problematical, similar to the theoretic training in Higher school rather than descriptive. Such an approach will develop not simply an executor, but a creator, who thinks, develops his specialist profession, and possesses a wide professional experience. Not only the special, but also the general content of training becomes wider, and new courses appear (pedagogics, documentography and others) which were not previously offered by Secondary Library Schools.

The methods of training are also changing. The system of lessons step by step has made way for creative discussion, exchange of views about professional questions, case-studies, programmed teaching, and test examinations. This training prepares a librarian-technologist who will be able to defend his own opinion in work with readers, to think, and to teach his readers to do it.

The development of library colleges in the U.S.S.R. revolutionises the system of Secondary Library Education and they are becoming models for library sub-faculties of Schools of Culture and Librarianship. The exchange of experience and solutions between all the colleges and Schools of Culture and Librarianship is continuous. To our regret, our professional press is always late with reflections on new processes in Secondary Library Education: there are almost no publications. It is necessary to review the system for sharing and disseminating information.

The questions of students' articulation between Secondary Library Education and Higher Library Education are beginning to be solved in a new way. It was traditional that this articulation concerned only Higher educational library institutions: they were correcting the training of students-graduates of Schools of Culture and Librarianship. In essence, Schools of Culture and Librarianship were giving to Higher educational institutions the sole right to provide advanced instruction for their graduates, excluding themselves from the delivery of such training. From the beginning of the 1980's the departments of library studies of the Institutes of Culture began to organise special groups which contained students who had Secondary Library Education, and train them with the help of the most qualified Lecturers, Professors. In the correspondence and part-time divisions the terms of their training are reduced at one year. Recognising that in Schools of Culture and Librarianship practical training prevails, the Higher educational institutions had established a programme which is overloaded with theory. The practice of such training is now being reviewed and developed.

However, with the appearance of colleges the character of this advanced training is changing: now a college examines a specific Higher Library Educational establishment, links with it, and elaborates a joint strategy of the training of specialist to Secondary and Higher qualification on the basis of articulation. In essence, a two-stage system of training of librarians is being developed from Secondary to Higher Library Education. The college forms the librarian-technologist, using an integral-secluded-type programme and prepares specialists in two categories: those permitted only to progress to a job, and those permitted to continue training in the Higher educational institution. The last category of college graduates are specialists who not only want to continue their professional education but who have also proved that they are able to complete it. The process of training in a college will select students who can be taken to the Higher educational institutions at the third level without entrance examinations, and continue their training using a special plan of study, which completes their professional training at the level of the highest qualification.

Mention should be made that among some Lecturers in the Soviet Higher Library School there is a wide-spread opinion about the necessity of proper articulation of Higher Library Educational institutions by students from Secondary special education, to exclude admission of students from the graduates of common Secondary school. The main motivation is: the graduate of Schools of Culture and Librarianship is already a specialist and that is why he has the clear-cut and strong interest in the profession, which makes him go to this Higher professional school and to continue his study. The graduates of common Secondary schools do not have such interest and such orientation at the library profession. Yes, of course it is so. But, first among the Institute entrants who are entering departments of library studies (especially subfaculties) there are few graduates of Schools of Culture and Librarianship as a rule: interest in further study isn't expressed by everybody. Secondly, the idea of isolation of the Institute from the remaining young people seems to be wrong. The doors to the Institute must be opened for all youth, but the study in the Institute must be differentiated: students who don't have Secondary Library Education will receive complete complex of professional disciplines in Higher schools; the students who have it already will complete it, receiving necessary experience for self-education in future. The two-stage system of specialists training (college-Higher educational institution) is the optimum.

This system becomes an important factor and basis for the forming of the system of continuing library education in the country.

By the way, this very theme, the formation of the system of continuing education in R.S.F.S.R., is to become an object of scientific investigation by a group at the Moscow State Institute of Culture in the period from 1991 to 1995. The programme of research work foresees the investigation of the problems of the attitudes of young people towards the library profession; organisation of primary, Secondary, Higher Library Education; and qualification enhancement and continuing professional self-education by librarians during all their working lives.

Special attention is to be paid to the question of retraining of Lecturers in Secondary Library Schools. Among the Lecturers there are a lot of highly qualified specialists: experienced, talented pedagogues; genuine champions of progress in library science. Unfortunately, there is also a lot of reactionaries who have limited professional, general intellectual and pedagogical abilities; and who do not promote - and even hamper - the development of the advanced training of librarians, promoting stagnation.

We at the department of continuing education for Library School teachers in Moscow State Institute of Culture have been examining the abilities of teachers in Schools of Culture and Librarianship and consider that a new approach to the training of teachers for these educational institutions is necessary. We consider that is time to have Candidates of Sciences on the staff of Schools of Culture and Librarianship; to invite the leading scientists in the spheres of library science, bibliography science, documentography, and information to give lectures and contribute to the organisation of study. To our regret, this idea cannot find its practical realisation. The scientists in Higher educational institutions, the candidates of pedagogical science, Senior Lecturers of leading librarian faculties of Institutes are sometimes playing the role of Department of the State examination commissions - and that's all. It is obvious that leading specialists are necessary not only as inspectors, but mainly as organisers, and pedagogues in the Secondary Library Education system. We must link the Secondary Library Education system with research activity in the spheres of library science, bibliography science, informatics, and with people who are conducting these investigations, attracting to them students, who are the future technologists of library work.

Particular comment has to be made about methodical support for Secondary Library Education . Educational literature in bibliography and organisation of library stocks and catalogues has been produced, but during more than 50 years of Secondary Library Education a textbook in librarianship as a whole was not created, especially concerning such subjects as library science, service to readers, administration and management of library work. In 1971 a two-volume bibliological textbook was published which is already obsolete. The occasional editions of methodic literature and recommendations for students, which are published by scientific methodic centres of the Ministry of Culture of the U.S.S.R and R.S.F.S.R. do not solve these problems. An uneasy situation exists also in the sphere of general educational disciplines, in which there are neither textbooks nor educational literature.

This lack of textbooks and educational literature for Secondary Library Education makes the students use textbooks in corresponding disciplines intended for Higher educational establishments. But the textbook is a reflection of the speciality and qualification, which it aims to support. The lack of an appropriate textbook for Secondary Library Education does not permit us to judge the special qualification which Secondary Library Education gives and the specific elements which exist in it. In other words the creation of the system of methodic educational supplement of Secondary Library Education is an especially important task today.

In conclusion, Secondary education traditionally occupies a middle situation between primary and Higher. In the system of library education primary education has not been initiated, to our regret. That is why we do not have Secondary Library Education and the existing term Secondary Library Education is relative.

I am sure that we must create a system of primary library education (on the basis of lyceum) in the country and as a result to put into being the three-stage system of library education:

Library lyceum	Library college	Library Higher educational establishment

with arrangements for articulation between the first two stages. Such a system gives us complete conception of full basic library education in the country.

To summarise, evaluating all the changes which are taking place in Secondary Library Education now, we can say that the attempts are being made to organise Secondary Library Education to train specialists in library work, who will be comparable to their foreign colleagues in other countries with a developed library service. The Soviet Library School has a lot of potential abilities. We are speaking about their rational development. It is our main goal.

ABSTRACTS OR TEXTS OF OTHER PAPERS DISTRIBUTED AT THE WORKSHOP

BIBLIOGRAPHIC TRAINING OF LIBRARIANS IN TERMS OF CONTINUOUS PROFESSIONAL TRAINING: ITS CONTENTS & CORRELATION AT THE DIFFERENT STAGES OF TRAINING

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Summary only available

In the formation of continuous professional education attention must be given to the renewal of the contents, forms & methods of teaching, advancement of qualification & retraining of the library personnel. In the report is considered both the role of the bibliographic component in the librarian's profession and the experience the Soviet Library School in the bibliographic training of librarians.

Based on the principles of progression, integrity and sufficiency, the author gives an analysis of the composition and contents of the bibliographical subjects studied, teaching methods and resources in the middle-level colleges and higher institutes, and defines the structure of advanced education in the bibliographical specialisation of the librarians.

It is pointed out that there are no clear criteria in the differentiation between the study material and the methodological systems of education, depending on the profile and qualification of a certain specialist. The author substantiates the need to find new methods in bibliographic training and self-education of librarians, taking into account the realities of the modern information market.

PROFESSIONAL TRAINING OF STUDENTS FOR LIBRARY SERVICE OF CHILDREN AND YOUNG PEOPLE: EXPERIENCES, AND TRENDS IN DEVELOPMENT

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Summary

The Department of children's literature and library service to children and young people in the Moscow State Institute of Culture has been conducting an investigation to define the structure and the contents of children and youth librarians' training. In 1985 an attempt was made to identify and substantiate the number and range of disciplines which are necessary for a future librarian in children and youths libraries. From 1986 the training of children librarians in the Moscow State Institute of Culture was revised according to an experimental curriculum which emphasises profound theoretical, humanitarian, and professional education. In the process of training active methods of teaching are used, and the individual creative approach to every student's training was put into being. The training was as partly implemented in libraries, through practical work.

The improvement of professional training in library service for young people requires specially organised research. The most important part of the research is further investigations to define the contents of professional education and the elaboration of new qualifications. Now a new model of a librarian working with children and youths is being elaborated, and the qualificational characteristics are being defined more exactly. In the framework of the investigation "Present situation and trends in the development of children and adolescents' reading" we are to work out a system of indicating the professional and cultural fitness of librarians to use books at different stages in developing the personality of a growing human being.

These researches need the combined efforts of teachers of different Institutes of Culture, and of specialists in libraries and other scientific-methodical centres.

CONTINUING EDUCATION IN LIBRARY AND INFORMATION SCIENCE: Soviet AND AMERICAN APPROACHES

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Summary

The comparative study of Soviet and foreign approaches to planning and simulation of continuing education in library and information science is of top priority now. The study of the modern library and information profession has achieved a certain success. The simulation of library automation and modelling of professional training have been developed. Nevertheless it is necessary to support them with the study of professional thesauruses including interrelated and ranged sets of librarians' professional expectations, determinations and positions. The study of professional thesauruses makes it possible to typologise professional space of professional library activities.

As "professional space" we mean the continuously changing fragment of social space, the basis of which is professional dynamics of three kinds:

- dynamics of professional activities objects, i.e. production, distribution and exchange of information products and service;
- dynamics of professional activities subjects, i.e. the librarians' professionalisation
- dynamics of professional mind, i.e. changes in relations to the dynamics of the first two kinds both inside and outside social-professional group.

The main condition for the three above mentioned processes is professional communication. This process requires simulation and control. We suggest the following stages of professional communication simulation:

1) conceptual modelling of professional space;
2) professional thesauruses composing;
3) study of professional thesauruses to find differences in employees activities from the point of view of their functions, age, place where they live, etc.;
4) selection of formalism of knowledge performing (frames, semantic networks, rules);
5) programming of expert system for professional communication management.

As a means of putting the technology into practice we use shell "GURU" installed in IBM PC/AT.

COMPARATIVE RETROSPECTIVE ANALYSIS OF THE DEVELOPMENT OF STRUCTURE AND CONTENTS OF PROFESSIONAL TRAINING IN HIGHER LIBRARY SCHOOLS IN THE U.S.S.R.

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Summary

A complex analysis of the training plans of library faculties over a thirty year period (1950-1980) makes it possible to determine common trends, rules, and specific features of the development of cycles of the basic special disciplines.

As the main stages of changing the orientation of the structural contents of professional training of specialists in Higher Library Schools in our country there can be distinguished:

1) three autonomous specialities "Library science", "bibliography", "library work with children" (end of 1930s - middle of 1950s)

2) a wide range of training within a framework of a unified speciality "library science and bibliography", but with different emphases according to the types of libraries, and specific features of the work with different groups of literature, according to functions of librarian - bibliographic activity (the end of 1950s- middle of 1980s)

3) multi-faceted differentiation of education with wide-range experimental specialised training plans (the end of 1980s to beginning of 1990s). The up-to-date period of the development of higher library bibliographic education in the U.S.S.R. determines complex processes of profilisation and professionalisation. They are realised consecutively in the new educational plans (1990-1991) which take into account the specifics of social informational needs (professional and non-professional) of library users.

At the same time a new nomenclature of qualifications is being developed (for example, "Manager - the head of the department in a library").

The differentiation of higher professional library education doesn't have clearly cut character now, because it doesn't exceed the framework of the unified speciality "Library science and bibliography science". In the foreseeable future, the reorientation of education to information with distinct specialities and specialisations (qualifications) is possible.

LOCAL LORE STUDY TRAINING IN HIGHER LIBRARY SCHOOLS

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Summary

The current situation in the study of local lore by future librarians in the Institutes of Culture, pedagogical institutes and universities of the country is contradicting the increased demands of the society on libraries as the centres of documentary and information resources for local lore investigations. The professional skill of librarians-students of local lore is developed now not only in the process of study at Institute, but mainly in the process of further work in a library. The lack of a system of training of librarians-students of local lore, and the incomplete knowledge which they receive at the Institute is not completely in accord with the character of local lore activity in libraries.

The library science approach to local lore study in libraries was elaborated especially poorly. Two thirds of the higher educational establishments in the country approved the creation of the complex course 'Local lore study activity of libraries". This course must include both the themes which are contained in now existing course "Local lore study bibliography" and library-local lore study problems, connected with collection development, analytic-synthetic processing of documents, creation of information-searching systems, and library bibliographic service. The creation of such a course will demand new educational-methodic supplement too.

It is planned to introduce into practice such a complex plan in a number of institutes in the U.S.S.R. and other republics. It will permit future librarians to achieve such a state of affairs in local lore study as will satisfy both the "suppliers" of library staff-educational establishments and the "users" - the libraries.

POST-DIPLOMA EDUCATION AT INTERBRANCH DEPARTMENT OF CONTINUING LIBRARY TRAINING IN LENINGRAD STATE INSTITUTE OF CULTURE: THE SPECIFIC CHARACTER OF THE WORK IN THE NEW ECONOMIC CONDITIONS

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Continuing education is a new phenomenon in the life of the country. It must provide real conditions for satisfaction of educational needs of every person during all his life. The continuousness of education is realised as the combination of self education with the possibility, when it is necessary, to use the aid of qualified specialists. The education is the major contributor to economic, scientific technical and social progress.

Our time has determined the main demands of the process of training adults: account of social psychological features of students' groups (psycho-physiological feature of people, their motivation value orientations, level of subjective grounding); the character of training which leaves behind the existing practical activity; possession of capability to change dynamically according to the demands of the society.

In this paper the main trends of the realisation of these demands at the department of continuing library education in Leningrad State Institute of Culture are outlined.

Leningrad State Institute of Culture is the oldest higher educational establishment of the country: training librarians since 1918; enhancing qualification of practical workers of the branch since 1961; and since 1969 enhancing qualification of Lecturers at the faculties of cultural educational work.

At the department of continuing library education account is taken of the psychological-pedagogical features of students through the selection of those who are working in the same establishments and are occupying the same posts.

The questionnaire given before enrolment identifies basic education, length of service, orientation in the achievements of science and practice, in the flow of professional literature.

The training of persons who already have secondary special or higher non-library education takes account of psychological-pedagogical features of students, due to the interviewing which has replaced entrance examinations. The results of questionnaire and interviewing are summarised using a specially designed form, and are delivered to the Senior Lecturers to facilitate the proper choice of form and orientation of the contents of courses.

The advanced character of training is achieved by the composing educational thematic plans and programmes on the basis of analysis of contents of publications, which reflect the development of the branch; logic-statistical analysis of the documentary flow in branch; and interviewing the leading specialists. This work must have a permanent character and be grounded on the common base: the constantly revised scheme of content analysis is becoming the basis for the analysis of documentary flow (determination of the leading trends of the development, new forms and methods of work, trends of activity of national and foreign establishments, etc.) and for the questionnaire for interviewing experts.

For providing a flexible system of training responsive to changes in society the programmes and educational-thematic plans are composing on a modular basis. The separate units, which are aimed at defined establishments of culture or at concrete kinds of activity, can be changed easily or widened independently from the purpose of training.

The analysis of feedback data promotes the flexibility and enhancement of its quality too. They are determined with the help of special elaborated questionnaires, which take account not only of the opinions of students about the quality of training but also of their implementation of the received knowledge in practice.

At present Leningrad State Institute of Culture is being reorganised into the faculties of qualification enhancement and sections of retraining of further self-education of specialists. For this purpose the writing of special methodic literature of two types is planned:

- to help the implementation in practice of the results of scientific research work

- programmes of the professional reading, which include lists of literature on main problems of training and of cognate disciplines (psychology, sociology, informatics, art criticism, etc) and also summaries of the most influential periodicals and books.

The creation of a flexible and extended system of training, retraining and enhancement of qualification for staff exploits the scientific potential of Higher Library Schools more effectively.

The attraction of leading specialists and the most authoritative and experienced practical workers promotes both enhancement of training quality and increasing of the professional horizons of the Lecturers. In this way, it seems that the transformation of the Higher Library Schools into centres of continuous training of specialists will become possible.

THE PROBLEM OF EQUIVALENCY AND RECIPROCITY OF PROFESSIONAL QUALIFICATIONS: POSSIBLE DECISION IN CREATION OF AN INTERNATIONAL LIBRARY ACADEMY

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For about twenty years IFLA has been investigating the problem of equivalency and reciprocity of education for librarianship in the world. This IFLA effort can be appreciated from one perspective as a highly professional trend because events point towards the probability of common professional demands on librarians in any country wherever they live and work. From another perspective, this effort is of a humanitarian nature, and it signifies an equally respectful approach to librarians of all countries and all peoples.

Approximately equal level of library education makes mutual understanding for professionals easy, and it may unite their efforts in defining and elaborating the problems of librarianship and library training. Having an equivalent education, graduates from the different library schools of the world can work in libraries in various countries with equal success. Equivalency is not unification. It is important for library schools to prepare professionals with an approximately equal, large volume of knowledge and skills which can reflect the realities of library science and library practice. Graduates from higher library schools have to be able to answer not only the questions "what?" and "how?" the library works, but "why?" it works in such a way and not in another.

The task of equivalency of library professional qualifications is a real one for the Soviet library educational institutions too.

Higher Library Education in the U.S.S.R. was organised in the first years of Soviet Power. It was established as an original school, that is it was developed recognising the necessity to prepare high level specialists as soon as possible for the large country of which the major part of the population was illiterate.

The foreign experience of training librarians of high level did not attract the attention of the Soviet specialists in librarianship at that time. They were oriented towards an extensive, indigenous training for librarians who graduated from secondary schools giving general education, and not at a deep long-term variety of library education.

Moreover, the limited development of library science at that time predetermined the major empirical character of training librarians in the country.

But after the World War II, thanks mainly to O.S. Chubaryan's investigations, in the Moscow Library Institute the theoretical course of study "General librarianship" began to shape. Though for many years the course was characterised by the declarativeness, the speculativeness, the slighting attitude to foreign library thought, it played an important role in the abstract understanding of scientific library problems, and in the creation of the Soviet scientific library school. There we include also the research into bibliography. The most valuable contribution to the research of the problems of bibliography was made by O.P. Korshunov from the 70's.

You can judge of the contents of these courses of study by the syllabi, curricula and textbooks presented at this IFLA session.

The main quality of these courses is the systematic approach which is used to examine a library and bibliographical information. The systems approach begins now to be used in the library courses too. A vivid example may be the subject "Library Stock". Here all the processes connected with selecting, processing, shelving, storing and delivering of documents are presented in a complex. Library stock is examined as a system, that is its structure and functions are explained. At the structure level the elements of library stock and their relation with one another, with other elements and subsystems of a library and also with the outer environment of the library, are examined. The students are given the understanding of the properties of library stock as a system, and its connection with the documental stocks of other types, that is non-library ones.

Other sections of the course "Library Stock" describe this phenomenon as a technological and a cybernetical system.

Strictly speaking, such an abstract level of studying library stock, that is the investigation of its entology, goes beyond the borders of higher school teaching. Its place is either at the post graduate level or in the system of continuing professional education. Maybe in future it will be so, but now it does not fit both forms of professional education,

We accentuate our graduates' ability to consider more general conceptual problems than small details. The Secondary Library Education is oriented at the decision of the second kind of problems.

We are attracted by the UNESCO and IFLA approach to the convergence of library, information and archive training. As for the training of specialists in the basis of all these social institutions, that is their documental stocks, we are ready to go farther and to include into the orbit of our attention museums, picture galleries, standing exhibitions and other establishments of that kind. We intend to give to our graduates the qualification of an expert in any documental stock, not depending on the types of organisation or establishment where they are stored. These specialists should understand management, documentation (the classification of the documents of different types, their properties, information lines, etc.), information science, and technical means of library work. Much attention is paid to the theoretical and the technological problems of the documental collection development, its storage and conservation, and collection management. In other words, these are the subjects which were recommended by the International Colloquium on harmonisation of the curricula and training library, information service and archive personnel (1).

On the whole, it is quite possible to suggest that, judging from the contents and objectives, scientific library studies in the Soviet library schools are equal - to a greater or a lesser degree - to the international standards in training librarians.

Empirical training of librarians is much weaker in the U.S.S.R.. There are some reasons for this. We have just begun reforming policy in higher education. So far the students were interested not in receiving the knowledge and skills necessary for professional activities, but in securing a graduation certificate. A librarian's salary almost does not depend on the level of his education - secondary, higher professional or non-professional. In the U.S.S.R. it is not the practice to test specialists on their professional validity when they are hired to work. The specialisation followed at library school practically is not taken into consideration at the graduates' distribution. The graduates who have studied full-time usually have no preliminary professional experience but they are often well prepared theoretically. Those who graduated from the part-time or correspondence departments, have considerable practical knowledge, but the majority are bad theoreticians.

The concept that teachers in a library schools should spend half their working time in a library does not apply in the Soviet Union. In some cases the Lecturers have scientific degrees in other spheres than librarianship. The mechanism of the Lecturers' being appreciated and of stimulating the quality of the teachers' labour is practically absent.

In addition, the material and technical base - both of the libraries and to a greater extent of the library schools - is weak. The main reason is the mistaken governmental policy of financing librarianship on a standstill basis for many years.

We are quite aware of the fact that we must overcome all the shortcomings and that much of this depends on ourselves. But there are other possibilities which are important not only for the U.S.S.R., but also to the same extent or nearly for other countries of the world community.

First of all is the international exchange of teachers and students of library schools. Usually the people say "students and teachers", but in this particular case the changing the order of the words seems to be reasonable, because a teacher's success cannot be compared with that of a student: the student will use the new knowledge alone, while the teacher passes on his experience to hundreds of future specialists. The teachers' and the students' exchange may be realised on the two-sided or the many-sided basis. In the latter case, perhaps IFLA could be an organiser and a coordinator of the exchange.

There is one more very promising possibility - the creation under the IFLA leadership of an International Library Academy, where teachers of library schools and researchers in the field of librarianship, documentation and international science could cooperate, teaching other Lecturers and instructors from library schools all over the world and enhancing the level of their own education. The creation of an International Library Academy seems to be preferable to the organisation of an International Library School for the reasons given above, although, if IFLA had enough finances, both of these social institutions could be functioning simultaneously.

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IMPROVEMENT OF HIGHER LIBRARY EDUCATION IN THE U.S.S.R.

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Summary

In a period of rapid accumulation of knowledge, intensification and growth of documentation, development of specialised libraries, and the complication of their technology and automated systems increases the necessity for the optimal differentiation within Higher Library Education.

Such a differentiation must be made according to the different indications: functions of library work, types of the libraries, spheres of library service, etc. One must take into consideration all the values that have been accumulated in the sphere of library training in the past not only in the contents but also in the methods of teaching and organisation of the study process.

In the differentiation of Higher Library Education it is necessary to get over from specialisations to qualifications, as to the most rational form of preparing the library personnel.

The modern trends in development in Higher Library Education must be ascribed to its response to demand, withdrawal of departmental orientation and ideology, participation in the wide inter-republican and international integration, and its cooperation with institutes abroad and organisations of Higher Library Education in all directions of the training of the library personnel.

The development of self-independence of the Institutes in the U.S.S.R. in the light of reconstruction ('perestroika') opens new opportunities for Higher Library Education. It is necessary to make a unified statute for librarian training on the basis of new, progressive conceptions of library development, such as the development of library business, bibliology and the library profession in terms of market orientation, democracy and publicity.

PROBLEMS OF LIBRARY EDUCATION IN THE LIGHT OF NEW ECONOMIC RELATIONS IN THE U.S.S.R. AND INTEGRATION WITH ALL-EUROPEAN SYSTEM OF SPECIALIST TRAINING

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Summary

The growth of library independence in spending and acquiring their income can be considered a positive moment of our time. It makes them develop new forms and methods of work; ways of attracting readers; and services to science, industry and other spheres of life. At first, because of reduced state finance, library independence has not achieved the necessary level: staff members as well as the libraries themselves are being reduced.

The Library Colleges of the U.S.S.R. are facing complex problems now in dealing with graduate employment and with a reduction of full-time and widening of part-time education (due to the general rise in the cost of living and the necessity to combine study with work). The curricula are also being changed to reflect the new library financing policy and introduction of computer technology.

Nowadays, when the international integration and unification of library education is taking place, when education and employment abroad has become a common phenomenon, we feel an urgent need to align our educational curricula with international standards and to establish mutually-beneficial relations with foreign library colleges.

Special attention is paid in the report to the contents of the curricula: in particular to the curriculum dealing with single speciality "librarian-bibliographer" at the part-time department of the Leningrad State Institute of Culture.

Until recently, the library colleges in our country worked on standard curricula approved by the Ministry. Characterising them we would like to mention: a) a wide list of subjects; b) the lack of choice for students among many of these subjects; c) a strict specialisation beginning with the first year of studies (in different years it was connected either with the types of libraries and branches of science or with functional duties); and d) limited computer training.

Greater attention to the contents of education in the professional press and the possibility of developing curricula independently have undoubtedly played a positive role.

The analysis of professional practice, students' interests and social order has provided the foundations for moving from the previous narrow specialisation, typical of former curricula, to training broadly based librarian-bibliographers. Nevertheless, further specialisation in our or several branches of library, bibliography or informational activity is not excluded.

The specific feature of part-time education, when the students are mainly members of library staff, allows precise and relevant curricular models. Part-time students have already made their choice and have a clear vision of their spheres of professional activity. Taking into consideration the students' working place, through interviews at the beginning of the academic year. it is easy to plan the introduction of certain specialisation and separate courses.

According to the new curriculum of the part-time department of the Leningrad State Institute of Culture, the humanities are being taught alongside with professional training. They include Literature, History, Politicology, Art Criticism, Ethics, Aesthetics, Foreign Languages, Law, etc. All these subjects are represented both by compulsory and optional courses.

Specialisation is taking place gradually ly in higherher level courses. We are trying to establish close links between students and the departments of our Institute to make professional training more individualised. A certain part of subjects form the curriculum, and the students write their term and diploma theses on a relevant practical specialisation, defined by the departments themselves. The list of specialisations, for the time being, is not great, but it presupposes different variants of choice: the type of library, a certain branch of activity, library-bibliographic and informational activity in a certain area, and the functions fulfilled.

The question of computer technology training is still being discussed. Computers are used in our libraries, though on a lesser scale than in foreign libraries. Up to now, computers have been studied only in the course called "Fundamentals of informational and computer techniques". We would like to teach cataloguing, bibliographic service and other aspects of professional activity on the basis of the new technology.

To meet the requirements of specialists in libraries who do not have a library education, a special refresher course was opened at the part-time department in 1989. The possibility to study another speciality and get a diploma in a shorter than usual period of time (the course of studies lasts 2 years) attracts historians, lawyers, philologists, engineers to this department. Having already completed higher education in humanities, medicine, agriculture and technology they get an opportunity of accelerated library training.

The organisation of continuous library education system, and retraining of personnel by the part-time departments of library colleges seems to be expedient. In this connection should be welcomed various forms of contacts among library colleges of different countries providing opportunities for the joint study and solution of mutual problems dealing with library-bibliographic education.

DIDACTICAL FUNDAMENTALS OF THE COURSE "ORGANISATION AND MANAGEMENT OF LIBRARY WORK"

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Summary only available

On the basis of experience, the author arrived at the conclusion that having improved the teaching of this course, it would become possible to optimise all the system of higher education for librarians-bibliographers. For the achievement of substantial changes in the course and all syllabi it is necessary to:
1. improve the alignment of training with the specialisation of student groups and the likely employment of the specialist, in terms of both the contents and methods of study.
2. to continue the reform of the content of educational materials to represent all spectrum of opinions and international experience concerning one or another question.
3. to improve the sociological understanding of the students, and to teach them all necessessary instruments for marketing a library.
4. to implement consecutively in practice the idea of systematisation in the study of chosen profession, to show more distinctive intersubjective connections of the course (and other courses as a whole), using as a model the basic principles of libraries.
5. to provide the Lecturer with all necessary audiovisual equipment and relevant skills, to change the dimension of the didactic process.

Implementing all those matters mentioned it is possible to develop creative and active specialists, who not only support but also make their own contribution to the progress of library work.

PAPERS PRESENTED
AT THE OPEN SESSION OF
THE IFLA ROUND TABLE ON CONTINUING PROFESSIONAL EDUCATION
DURING THE IFLA CONFERENCE IN MOSCOW

ORGANISATION AND CONTENT OF POST-INSTITUTIONAL CONTINUOUS EDUCATION OF INSTRUCTORS OF HIGHER AND SECONDARY LIBRARY EDUCATIONAL ESTABLISHMENTS

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Over the past few decades the problem of continuous post-institutional (additional) education, self education and raising the skill of specialists has assumed ever greater topicality. A number of universally common reasons provide the objective basis for this trend.

Among them one should point out, first of all, the unprecedented and continuous acceleration of both the rates of the growth of information and of its redundancy. With the existing rates of change of its volume and content not a single higher school, no matter how powerful its potential can be, can, in principle, claim that it is able to give a specialist such education as would not need further improvement within the first years after graduation.

The change of generations of technologies observed for the first time in the 20th century and more rapid change of generations of specialists is a powerful factor causing a specialist's need to constantly renew and replenish his (her) knowledge. This change is demonstrated most graphically by computers which have traversed for a historically short period the path of development from a large and primitive calculator to the miniature but powerful means of enhancing man's intelligence and ensuring the revolutionary breakthrough of the traditional library technology to the high technology of the information industry. This truly enormous breakthrough destroys ever more radically the illusions of some educationalists of the system of higher and specialised secondary education that it is possible to impart to students such an amount of knowledge which would be enough for these specialists for their entire professional lives.

At last, the very idea about a specialist in the field of librarianship begins undergoing essential changes. While quite recently this idea was restricted to the notion "librarian", at present it is ever more frequently complemented by such new notions as an information worker, an information consultant, an information mediator, a manager in the information field, etc. This factor also compels us to take a fresh look at the problem of the relation between college and post-college education.

If our introductory statement is taken seriously, continuous education becomes the main requirement for the efficiency of a library specialist, and this refers to a much higher extent to Professors and instructors of library higher and secondary schools whose life must now be regarded, despite some paradoxicality of the assertion, as a life of continuous education. That is why ever growing attention is paid in the Soviet Union to continuous post institutional education. This education is carried out in the form of additional instruction by some leading higher schools of this country, including the Moscow State Institute of Culture which occupies a prominent place in this respect.

Attention has been given to upgrading the skill of colleagues since the first years of the Institute's existence and is one of the increasingly noticeable trends of its development. This sphere of the activity of the Moscow State Institute of Culture began to have greater substance in 1979, with the setting up a special structural section at the Institute - the Faculty of Upgrading Instructors of Higher and Secondary Library Educational Institutions. This paper considers the main lines of the work of this Faculty.

Let us at first characterise the Faculty's students since their composition is one of the main factors predetermining the specific nature of the educational process, its content and form. Instructors of four subjects - library science, bibliographic science, bibliology, informatics - make up the leading categories of the Faculty's students. However, actually we have to work with much greater number of categories of instructors. Upgrading is carried out in a very differentiated way. We take into account not only the place of work (a higher school or a secondary specialised school), but also the actual educational discipline which is taught by an instructor at an educational establishment.

Therefore, at the initial stage we differentiate instructors according to their place of work. Instructors of higher schools and specialised secondary schools are taught separately. Already at this stage of the differentiation at least eight groups of students are formed. But the differentiation does not boil down to this because the content of the educational process is strictly fixed to the subject which is taught by the instructor.

Let us explain this by the example of librarianship instructors working at a higher school. All of them undergo instruction not indiscriminately, but in individual groups which include such groups as general librarianship, the history of libraries in the U.S.S.R. and abroad, library stocks, library catalogues, readers' servicing, the organisation, economics and management of libraries, and library technical facilities. All told, we have seven groups. Groups of students for other educational subjects are shaped on the same basis. As a result, not four categories of students, but more than 20 categories actually study at the Faculty.

This quantity will grow considerably if we add many other categories of students - workers of higher and specialised secondary schools. They include deans of library faculties, chiefs of library departments, heads of Departments, heads of educational departments, methodologists, and others. In addition, directors of higher school libraries (libraries of universities, teachers' colleges, technical colleges, Institutes of culture and art, etc.) undergo upgrading at the Faculty.

The average annual number of students of the Faculty varies within 300. The number of our graduates over the past ten years amounted to about 3,000. Several hundreds of trainees who study on the individual basis, fulfilling personal plans of research and (or) methodology should be added to this number.

What are the main specific features of the contingent of students which are taken into account in arranging the educational process at the Faculty? In the first place, the very high educational qualifications of each of them should be stressed. Irrespective of the presence of academic degrees and titles, most students are at the level of Candidates of Science as far as their educational standard is concerned. Among students there are very many Candidates and Doctors of Sciences, Assistant Professors and Professors who have received the above degrees and titles officially. The number of specialities and specialisations for which the retraining of specialists is carried out at the Faculty is very diversified. At any rate it is not lower than a similar index of any higher school or university of a medium size. Finally, specialists from all Soviet republics are among students, although formally the Faculty is within the structure of the college belonging to the Ministry of Culture of the Russian Federation.

The above mentioned specific features of the contingent play a definite role in the process of taking decisions aimed at shaping the staff of the Faculty's Professors and instructors. One of the manifestations of this is that the Faculty restrains in principle from hiring instructors as permanent staff members. This greatly differentiates it from other related educational establishments. The educational process is ensured by teams of instructors. Each such team is shaped in strict conformity to the specific character of the students' group. This gives an enormous gain which consists in the fact that tuition is adapted not to instructors as it is done at institutions where they work as constant staff members. On the contrary, the mobile team of Professors and instructors created each time anew is adapted beforehand to the tasks of retraining the concrete group of students. It should be added that it would be in advantageous for the Faculty to have staff instructors out of purely economic considerations too.

It is even more important that taking into account the elite character of the professional standard of students the Faculty lends great importance to the selection of those instructors who are universally recognised as leading scientists and specialists in this or that subject area. For each specific group of students (15-30 people) the Faculty selects on a nationwide scale such instructors which are able to solve to a maximum extent the tasks stemming from the curriculum of its tuition. When there is no instructor of the adequate profile and skill in Moscow he (she) is invited at the Faculty's expense for temporary work on an hourly basis from other cities and republics of this country. If possible, foreign instructors are invited.

Today the Faculty has over 300 Professors and instructors. Staff of the Moscow State Institute of Culture are widely represented at the Faculty. The Moscow State Institute of Culture is well known as one of the leading centres of not only the training specialists in the field of culture, but also in the area of culturology, librarianship, bibliographical science and other branches of knowledge. At the same time, staff members of the leading cultural establishments, specialists in the field of librarianship, bibliography, bibliology, scientific information and many other branches of the activity from institutions situated in Moscow and outside it are also represented at the Faculty. The overwhelming majority of instructors are Doctors of Science, Candidates of Science, Professors and Assistant Professors. We also widely invite prominent scientists, cultural workers, artists, workers of the apparatus of state power, people's deputies, practical workers known to the whole country.

Thus, Professors and instructors - practice and opinions of the student body constantly convince us in this - correspond to the utmost degree to complex tasks which are to be solved in the process of upgrading each of specialised groups. Despite the short period of retraining (1-2 months), students receive such an essential volume of knowledge that it, as a rule, proves to be sufficient for effective work before the next training session (once during 3-5 years).

The above mentioned specific features of the student body provide the basis for formulating the aims and tasks of upgrading, for determining the content, the form and methods of organising the tuition process. Instructors of the super-high qualification enable the Faculty to attain the set aims in compliance with the highest requirements of our time. The general goal of the retraining process is the same. This goal consists, firstly, in actualising the basic knowledge of students and, secondly, giving them such new information which will be a must within the next 3-5 years. However, this goal is reached with due account for the interest of each narrow category of specialists. For instance, in the process of retraining instructors of general librarianship the centre of gravity is shifted to the reinterpretation of initial fundamental theses of Soviet library theory and practice prompted by changes taking place in this country. The social role of the library, the principle of adherence to the Party line, concepts of individual freedom, etc. are interpreted in the new light. Lectures on social and political problems delivered by prominent specialists in the field of social sciences contribute to such reinterpretation. The content of the instruction of specialists of other fields is built in the same way. Generalising, it can be said that the entire retraining process is subjugated to the tasks of "perestroika", but in each case these tasks are filled by new concrete content depending on the specialisation of students.

A particular place in the content of the tuition process is given to problems of bringing information to society, to the automation and computerisation of librarianship, bibliography and information, to technological re-equipment of libraries and related services, to the use of the latest advances in high technology of the information industry. In this connection let us mention only a few points.

It should be stressed that upgrading is inconceivable without mastering the ABC of computer technology. Colleges training librarians attach paramount importance to computerisation. For these purposes all students, without any exception, are taught the fundamentals of computer technology, working a definite number of hours at librarians' workstations. This has become already a tradition at the Faculty.

In its striving to give the students the latest knowledge about advanced samples of information technology the Faculty radically takes non-standard decisions. For example, due to the absence of acceptable educational literature devoted to compact optical di disks of the CD ROM type, last year an educational colour talking film on the topic "Compact Optical Disks at the Information Service" was made during several months under the direct guidance of the Faculty and, of course, with the financial support of the Moscow State Institute of Culture. This film is widely used in the educational process at the Faculty and at the Institute at large. Additional copies of the film will be made which will enable us to introduce it into other colleges. At present another educational film under the name "Modern Communication Means on the Information Service' is being shot under the guidance of Faculty. All the most important latest facilities of data transmission created all over the world for the use in world library practice will be presented in the film. Subsequently we hope to close with the help of educational films the technological chain - the creation of a document in the electronic form and with the aid of a computer, the copying of the document by an electronic (desk) publishing house, the transmission of its content by communication facilities. We hope that in the near future this chain will be put into practice by a single technological unit.

The technique of the educational process is characterised by specific forms. Along with traditional methods such as the deliverance of lectures on topical problems, newer methods are used on an ever wider scale, such as analysis of business games based on real events, creative and ideological-theoretical discussions, round table conferences, meetings with eminent scientists, public figures, and politicians, practical training at the most advanced cultural establishments, etc. Tests for input and output control of students' knowledge, which are worked out by the Faculty, are introduced ever more extensively. Modern techniques make it possible to considerably increase the degree of understanding by students of the large volumes of the most up-to-date information concentrated in the content of the tuition process.

To sum up, the system of post-institutional (additional) education and skills upgrading shaped at the Faculty is characterised by such definitely pronounced features as topicality, good prospects, integrity, and the comprehensive nature of the content and form of the educational process. The differentiation of the tuition process in compliance with the narrow specialisation of students, the use of not only the newest information, but also of the advanced methodology of tuition, the integration of science and practice, the stimulation of the cognitive activity of students, the orientation on the development of the skills of continuous self-education, a systems approach, etc. The combining of these qualities in the tuition process with the maximum convenience of students' instruction and residence which ensure the linkage between fruitful audience and out-of-audience studies plus adequate recreation and the broadening of the general cultural background make it possible, as it follows from information coming through the channels of feedback, to achieve high results in the Faculty's work.

THE CONTINUOUS EDUCATION SYSTEM AT THE TRAINING CENTRE OF THE V.I LENIN STATE LIBRARY

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Post graduate continuous education is a sphere of spiritual production whose the product consists in increasing the active abilities of a specialist, i.e. his abilities to competently and responsibly fulfil his professional and personal functions; to produce new ideas, technologies, and decisions; and to raise the general culture.

For over 60 years the education and training of personnel has been the most important sphere of the IFLA activities. The Section on Education and Training of personnel makes important contributions via the IFLA annual conferences. We know much and it arouses a wish to develop collaboration with the foreign colleagues in the frames of these conferences and on the pages of the professional publications with a view of establishing an international dialogue.

Continuous post graduate education is one of the Lenin State Library's responsibilities. The main tasks are the following:
1. Overcoming the specialist's unpreparedness to perform his functions.
2. Levelling of the professional and qualificational structure of the Library.
3. Preparing the management staff reserve.

The functional unpreparedness of the library specialists is caused by a number of reasons. First of all it is the transition of the Lenin State Library to new technologies. The political and socioeconomic situation emerging in our society has resulted in functional illiteracy. The store of knowledge and experience of the specialists and managers turns out to be inadequate to the new realities of society. Many specialists would have to learn a new or to acquire a new profession. The transition of the Republics to their national languages for business intercourse, the transition of some Republics from the Slavic to the Latin or Arabic script, as well as the transition of the Lenin State Library to the new economic conditions has already resulted in the functional illiteracy of Lenin State Library specialists.

In order to solve successfully the problems of training the Library personnel in correspondence with the new requirements on the specialists, it is necessary to have clear ideas about the level and range of skills of the specialist. Unfortunately the Lenin State Library has found it faces contradictions between the demands of a specialist's working place and the business and personal qualities of the specialist.

For the successful practical activity of a non-library specialist his system of functioning includes social, psychological, economic, aesthetic, organisational and other factors. The change in the nature of the work of these specialists requires a change of the basis of their professional skills. Taking into consideration the work of these specialists and the Library's expectations of them, the post graduate training is trying to improve their skills. The demands of the working place, and the functionary instructions make the basis for compiling the personnel training system.

The Lenin State Library as the largest research library in the country fulfils its functions through a rather large working staff. 2,187 persons work at the Lenin State Library at the present time - in various library and research departments. Among them 910 persons have higher non-library education, 679 - Higher Library Education, 134 - secondary special education. 62% of the total staff are under 40 years old and 54% are specialists with over 10 years of library work experience. 3 Doctors of Sciences and 150 candidates (masters) of sciences work at the library. Thus the Library has rather educated specialists in its staff contingent. During the last 5 years 700 specialists and managers of the Library were covered by annual training system.

The country has a wide system of continuous post graduate education that includes the state educational institutions (Institutes of Qualification Raising (IPK), FPK, courses, training centres, etc ...), the industrial production institutions (production-economic seminars, universities, schools, etc ...), the social general educational structure (the "Znanie" Society, VOIR and others), and self-accounting, cooperative institutions and associations.

The U.S.S.R. Ministry of Culture created a system of special training institutions for raising qualifications of the cultural workers. This system included both state institutes and the courses of raising qualifications of the cultural workers at the U.S.S.R. Ministry of Culture and the Union Republican Ministries of Culture, as well as various courses organised by the large universal libraries. Even so, the institutes cannot provide for raising qualifications of all specialists engaged at the library work. Consequently a considerable number of library workers raise their qualifications at courses organised by libraries.

At the present time the Lenin State Library has a system of postgraduate continuous education that envisages long-term basic training at least once in five years, training at educational institutions (departments) as well as a short-term training whenever necessary but at least once a year.

There are the following main types of training provided for the library personnel:
- systematic self-education of the worker according to an individual curriculum;
- participation in the regular seminars at the work place or at other institutions and organisations;
- short course training at the work place or at the institutions in the skills development system;
- long-term training at the educational institutions (courses of the staff qualification raising system;
- probation work at libraries, research organisations, educational institutions and also abroad.

At seminars at their work place the specialists study as a rule without discontinuing work. The curriculum of such seminars consists of 20 training hours. The curricula reflect practical needs and tasks of the departments. They are very effective because they make it possible to teach many specialists (whereas the departments can send to external, expensive courses as a rule only a few persons). Those inter-library seminars and courses as a rule are organised during the working hours - so the specialists study there more willingly than at the external library courses.

Yet the main advantage of the inter-library seminars and courses is in their focus on the actual tasks and conditions of the particular department or service; but this is also a serious shortcoming as they narrow the listeners' interests and deprive them of the possibility to get acquainted with the new ideas and projects developed at other libraries or related fields of knowledge. Now the Library customarily invites more specialists from other institutions.

The Lenin State Library solves the personnel problem not only by simply employing new workers of the required speciality and qualification. The problem is being solved through training the new workers. Raising the knowledge and skills of the specialist to the required level is envisaged as a compulsory programme of training courses at the work place in accordance with the needs of the department and the Library.

The Lenin State Library pays great attention in raising the specialists' skills to personal initiative and self-development through reading special literature. All Library departments acquire the special periodical literature that plays the role of a stimulus in the post graduate education process.

One of the responsibilities of the Lenin State Library specialists' post graduate education system consists in training the Library new specialists with higher non-librarian education at the Higher Library Courses (HLC). For the subject specialists who use their basic higher education in their work the HLC are a form of raising qualification. At the courses they receive additional knowledge in the field of librarianship and bibliography. For those who came to the Library to change their speciality the HLC serve as a kind of retraining as the workers actually receive the new speciality of a librarian bibliographer.

Among the Lenin State Library training courses a special place belongs to the foreign languages courses. The Library has a whole range of such courses:
- two years courses;
- speaking language courses (from 60 to 120 academic hours);
- training courses for the foreign language certification (six months).

This year the specialists study English, German, French, Italian, Spanish, Korean, Arabic, Swedish, Polish. About 200 people study at these courses annually. For the practical use of foreign languages the Library workers get an increase to their wage in the sum of 10% (for 1 language) and 15% (for two languages).

At the present time the Lenin State Library workers pay special interest to the humanitarian subjects (non-library). Especially it attracts the specialists of age and with the service advancement. When they become managers they began feeling under-equipped in humanitarian fields for expanding their general outlook and developing the habits of contacting with people. Such training should be done through the post graduate education system. We consider that the circle of subjects should include history, philosophy, literature, economics and other. Thanks to such approach the manager's activities at the National Library become more intelligent, competence increases, and he is more capable to consider opposite points of view.

A great place in the Lenin State Library specialists education belong to the non-librarian forms, i.e. various institutes, training courses in various fields. Since 1989 the Library annually sends about 100 workers to study at the All-Union Institute of Raising Qualification of the Workers of Culture of the U.S.S.R. Ministry of Culture. In response to the Lenin State Library's transition to the new economic conditions, the specialists and administrators need knowledge in the field of economics and management. Some of them already studied at the Higher Economics Courses of the U.S.S.R. Gosplan, at the IFK of the Academy of Foreign Trade and others.

The system of continuous post graduate education embraces all categories of the Library specialists:
- managerial staff (institutes, qualification raising courses, foreign languages courses at the Lenin State Library);
- Library specialists (IPK, seminars at the work place, foreign languages courses at the Lenin State Library);
- managerial staff reserve (VIPKRK, seminars at the (Lenin State Library);
- new workers with non-librarian higher education (Higher Library Courses, seminars at the workplace).

In 1990 649 Library specialists or 25% of the total staff passed through the training system, including: the institutes of raising qualification - 100 people (4%), the courses of raising qualification outside the Library - 69 people (3%), the seminars at the Library departments - 200 people (8%), the Higher Library Courses - 30 people (1%), the foreign languages courses at the Lenin State Library - 250 people (9.6%).

Nearly a quarter of all the managers and specialists undertook some kind of training. The most popular were production and economic seminars at the department as these are the most available forms of studying without discontinuing work.

When analysing the training duration of the students it is necessary to point out that the programme of 100 hours and longer at the Institutes of Qualification Raising (IPK) attracted only 4%. The rest are programmes of less than 100 hours duration and without discontinuing work.

The sum allocated by the Lenin State Library for the specialists' qualification raising in

1990 was 36.6 thousand roubles out of the total budget of 125 million roubles. This represents 14 roubles per one worker for the year.

Unfortunately because of the lack of finance allocations not all specialists can study or train anew at the institutes (courses) of qualification raising as the cost of training of one student amounts to nearly 500 roubles.

The problems of education for Library specialists and managers should not be examined without considering the problem of introducing of new technical equipment into the library practice, and first of all, of the radical qualitative reconstruction of its own technological basis. So, the plan of skills development and staff training are a part of the Lenin State Library reconstruction. Training of the computer use is done in various ways: with the help of the library own workers-teachers as well as through the state special educational institutions and courses, self-accounting and cooperative institutions.

The reconstruction of the Lenin State Library of the U.S.S.R. and the introduction of automated devices into the library and bibliographic processes will release a considerable number of specialists in connection with the Library structural changes and changes in technological processes. The role of the training system will considerably increase to support professional orientation and training anew of the Library workers for the released, newly created, and perspective working places. There might appear a need for organising re-training for specialists moving to other working places.

One of the tasks of the post graduate continuous education system consists of enabling the Library workers and particularly the managers and specialists to operate in the market economy. The basis of the courses may include such sections and topics as the structure of the market economy and the general principles of the transition period, the social guarantee of the workers in the conditions of the market relations, finance in the market conditions, the problems of the price formation reconstruction and other.

Besides general economic training the post graduate education system should raise the specialists' understanding of the bases of the latest scientific achievements and their practical application in developments, technologies, and other decisions aimed at the "technological rush".

The Lenin State Library of the U.S.S.R. as the country's National Library opens wide its doors for training specialists of other research libraries in Moscow. Thus, for example, during over forty years of the Higher Library Course 500 workers from other library and bibliographical institutions of Moscow graduated.

The specialists of the V.I.Lenin Library study at the post graduate education system free of charge. Other libraries pay for the training. The Library introduced this rule quite recently. It will permit a raise in the teacher's salary which is unfortunately very small and which has been a reason for considerable loss of the teaching staff to the self-accounting and cooperative educational agencies.

The whole complex of work in providing the educational process in the post graduate education system of the Lenin State Library personnel is performed by the Division on Organisation and Methodology of Studying and Qualification Raising of the Lenin State Library Personnel. This system should develop in various directions - psypsychological, pedagogical, scientific, methodological, personnel, organisational, financial, economical as well as the aspects of informational and material-technological provision. Some of these subsystems must be re-established, and some just need improvement.

Post graduate continuous education system of the Lenin State Library personnel meets two principles:
- continuity in raising the training level during the whole term of work of a specialist at the Library (starting from studying at the work place and to studying at the institutes (courses) of qualification raising outside the library);
- interrelation of the specialists' training content and the nature of their work.

Besides the studying links the system should include in our opinion one more important link - motivation. This motivation is necessary because studying in the post graduate period is mainly private and voluntary; and motivation may be achieved in several ways. This is the wage that takes into account the worker' achievements at the working place (and not the length of service, or just only the length of service), and raising the prestige of those workers who achieved good results (here the mass media could be used).

In conclusion it is necessary to point out that today the V.I.Lenin State Library of the U.S.S.R. makes its transformation on the basis of the know-how required for working with data banks. In future the Library would develop, evidently, on the basis of its personnel's knowledge. During the first phase of the Lenin State Library's development, an increase in position of the personnel was natural and was performed without any special demands on them. The Lenin State Library development on the basis of data bank requires from the managers and specialists the skills of working with computers and other information processing devices. The next phase of development - on the basis of the staff's knowledge - will demand serious changes in education.

RESEARCH PAPERS DISTRIBUTED AT THE WORKSHOP

LIBRARY ENVIRONMENT AS THE FACTOR OF CULTURAL DEVELOPMENT

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Summary only available

Scrutinising the culture as structural system of creation, spreading and usage of the material and spiritual values, and summarising the point of view at the libraries of K.I. Rubinsky, D.H. Shir, and H. Kuntze we are arriving at the conclusion that the library takes part mainly in storing and spreading of cultural spiritual values. But at the same time it makes a contribution to the creation of informational culture, usage of cultural values, mastering of literary language as the means of cultultulture, i.e. it becomes the factor of cultural development.

In order to show the mechanism of this process, especially the spreading of cultural potential by the library, the conception "library environment " is introducing. The library environment is determined as creating by the library workers and readers informational, intellectual, moral, aesthetic, emotional surrounding of librarians and users of library, which influences positively or negative at spreading, using, creation of cultural values and which is the part of cultural environment. Side by aide with the characteristics mentioned, the library environment possesses dialogic abilities what is proving on the basis of M.M. Bahtin's conception.

The field of the dialogue in librarian environment actualises the cultural role of a library owing to the introduction of every book as a phenomenon of culture in the cultural context of the past: by the means of providing for everybody the possibility to get accustomed individually to the spiritual values of different temporal and spatial cultures, forming the library's image as the cultural value.

However the realisation of the possibilities of library environment as the factor of cultural development is conditioned by social prerequisites (the existence of democratic social formation) from one side and by the competence of librarians and the librarians' and the library users' joint efforts from another side.

THE ROLE OF A LIBRARY IN THE SOCIALISATION OF INDIVIDUALS AND HUMANISATION OF SOCIETY

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Summary only available

The determination of the role and the place of a library in up-to-date society is the most immediate task of library science. Now, there appears to be a necessity to reassess the functions, aims and tasks of libraries, regarding the individual and the society. The main function of a library, first of all of a public library, must be its social function and not an ideological one as it was previously. This compels a revaluation of the purpose, and main trends of work of library and their content itself. The aid to individuals in society must become the purpose of library service, and the assistance in practical socialisation (choice of job, making of family, forming of world outlook) must become the task. The definition of a library as an institute of individual development is necessitating a reorientation of both individual and public (group) work to meet the real needs of readers, and also a new basis for relations between librarian and reader. In the basis of their relations must lay cooperation, the librarian must know such definition "sovereignty of reader's personality".

This way, by acknowledging individuality, the role of a library is defined in creation of conditions of its free development. However, it is possible only in human society. That's why in paying attention to society the role of a library is defined in stating the priority of common values, in spreading of humanitarian culture, in promoting moral development not only of some persons but of the social conscience as a whole, and in stimulating the growth of one or another phenomena, public moods, events. It is no accident that under a totalitarian regime the library service is submitted to the state ideology, what does not give an opportunity to show the cultural-educational, humanitarian essence of a library, and, vice versa, the human society reposes great hopes in a library, as the force which can improve morals, and resurrect individuality.

Thus, the true sign of humanisation of a society is growth of attention to the role of library in the life of the individual and society.

THE STUDY OF SOCIAL FUNCTIONS OF UP-TO-DATE LIBRARY

Viktor Vasilyevich Skvortsov,
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Summary only available

The social role of the library is one of the fundamental problems of international library science.

In different foreign countries the social functions of library are:
1) informational;
2) cultural;
3) recreational.

In the U.S.S.R. they are:
1) ideological;
2) cultural-educational;
3) scientific informational.

Both conceptions need improvement from the logical point of view and in the essence of the question.

Instead of the conceptions mentioned, we introduce into the scientific vocabulary the regulated "tree of library functions", the theoretical novelty of which is concluded in distinguishing: 1) essential and 2) derivative functions.

The essential function is the informational one. It's invariant as the type of function, universal as implementation of derivative functions, independent from them and relevant to the libraries of all times and peoples.

The derivatives are the functions which are resulting from the essential ones, dependent on changing historical conditions, and realised by the library by the allocation of informational services on the basis of publications which are concentrated in its stock or in the stocks of connected with it systems.

At present stage in the category of derivatives can be included: 1) socialising, 2) upbringing, 3) cultural educational, 4) recreational, 5) aid to the continuous education, 6) promotion to the material and spiritual production.

The specific contents of essential and derivative functions are derived from dependence from social formation, type (kind) of a library, features of the informational infrastructure, level of informatics industry, specifics of serving microenvironment and other factors.

The perspectiveness of stated modernisation of the study of social functions of library is in the fact that it allows numerous problems to be overcome, which are standing before library theory and practice in the conditions of accelerating informatisation of society.

LIBRARY IN THE SYSTEM OF UP-TO-DATE INFORMATIONAL STRUCTURES

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and

N.V. Zhadko, Post-graduate, Moscow State Institute of Culture

Summary

Through different historical periods we can observe an important trend which still retains its significance: the library is an adaptational and social institute, which accommodates its significance and structure to the priority social function dictated by the needs of society. Now the adaptational character of a library has a special significance in connection with the elaboration of the future informational world organisation. The problem of transformation of traditional library structure into a new informational role is dependent not on the spreading of automated equipment, but in much deeper processes at the level of establishing a new structural approach to aims and tasks.

In a permanently changing world the adaptational nature of a library py permits the individual to receive information using traditional methods and, in our country, to combine flexibly usage of both traditional methods and new technologies.

In addition, the adaptational structure aims at the accumulation of knowledge and improving its availability. The functioning of a library in complex regime - delivery of new information and deep work of human thought - combines in librarian activity different aspects: upbringing, educational, scientific-investigational and so on. That is why the perspectives of a library as informational socio-cultural institute are observed in the determination of the cooperative connections with the other informational structures: both adaptational and dynamic characters. It would permit he creation of new complicated organisations oriented at the providing of free access of mankind to knowledge.

APPENDICES

APPENDIX A. HIGHER PROFESSIONAL LIBRARY EDUCATION

A.1: Selected syllabi of the main general courses

A.1.1 Librarianship: General Course

Compilers: Moscow State Institute of Culture, the Chair of Library Science
Professor K. Abramov
Assistant Professor V. S. Skvortsov
Professor T. Karatigina

Explanatory Note

The General Course in Librarianship is a special discipline of great importance, which provides a fundamental professional base to future librarians to enable them to perform the major functions in public and research libraries, and to enable them to have an overview of library development.

The Contents of the Course

Introduction
Tasks and contents of the course "Librarianship: General Course". Its place in the system of professional training of library workers, connection with bibliography, bibliology, information science and other subjects. The importance of the course for creative analysis and generalisation of theory and practice of librarianship in the U.S.S.R. and other countries.

The structure of the course. Main forms of teaching. The characteristics of literature on the course. Forms and methods of organisation of students' self-independent work on the course.

Section I. The fundamentals of general theory of librarianship

Theme 1: V.I. Lenin and Soviet librarianship
V.I. Lenin's ideas of the organising library work as methodological base of Soviet library theory and practice. V.I. Lenin's plan of organisation of unified state system of library service in the U.S.S.R.. International importance of V.I. Lenin's ideas in librarianship.
Seminar
V.I. Lenin's principles of library service, building and their importance for formation of librarianship as a social science.

Theme 2: N. K. Krupskaya and her role in the development of theoretical fundamentals of librarianship.
N.K. Krupskaya a propagandist of Lenin's heritage in the sphere of librarianship. Theoretical importance of N.K. Krupskaya's heritage for working out the scientific fundamentals of soviet librarianship as a social science. N.K. Krupskaya's working out of organisational principles of soviet system of library service of population.

Theme 3: Soviet librarianship as a social science
The origin and main periods in forming librarianship as a social science. The characteristics of conceptional apparatus of librarianship and the problems of its standardisation. Modern views to the subject and object of library science. Library work - the main object of library science. The structure of soviet library science, main ways of its differentialisation. International ties in the sphere of librarianship.
Seminars.
Soviet librarianship as a social science.
Main ways of developing library science abroad.

Theme 4: Librarianship in the system of sciences.
Intercommunication of library science with other branches of knowledge. Library science

and the theory of culture. Library science and psychology. Library science and sociology. Library science and economics. Library science, bibliographies, bibliology and information science as adjoining sciences, their similarity and differences. Perspectives of intercommunication of library science and other sciences and origination of new sciences on the integrated base.

Theme 5: Methodology of the Soviet library science
Laws and categories of dialectical and historical materialism and their use in library science. Methods of terminological analysis and operationalisation of conceptions and their use in library research. Methods of document analysis, research observation, experiment, interviewing, modelling, etc. Special library methods of research, their importance and specificity.
Library research in the U.S.S.R., its organisation. The role of libraries and library schools in this process. Coordination and cooperation in library research. The Lenin State Library of the U.S.S.R. as the head research institution and all-union coordinating centre on library research. International contacts of Soviet libraries in the field of joint research.

Section II. Librarianship in the U.S.S.R.

Theme 6: Soviet library as the library of a new socialist type.
The general conception of a library and characteristics of its social role and functions. Library and the ideological work of the Communist Party of the Soviet Union, Library and research, Library and industry. Library in the system of people's education and cultural work. Library in the system of institutions, organising mass reading of the population.

Theme 7: The types of libraries
Development of libraries typology as general theoretical problem of library science. Main types of libraries, their classification and differentiation. Universal and special libraries, their kinds. Public libraries, their tasks and functions, typical specifications and kinds. Research, technical and special libraries, their tasks, functions, typical peculiarities kinds. National libraries (All-Union and republican), their tasks functions.
Seminars
Types, kinds of libraries, their tasks and functions.
Public libraries, their tasks and kinds.
Research and special libraries, their tasks kinds.

Theme 8: Librarianship as a social system
Librarianship as a process of organising social use of book treasures. The library laws of the U.S.S.R. and of the Soviet republics.

Theme 9: Main principles of organising library service in the U.S.S.R.
Uniting libraries into the country unified library system.
Planned and rational placement of the libraries on the territory of the country.
Interconnection of branch and territorial principles of organising library work.
The unity of organising and methodological guidance of libraries and library systems.
Accessibility, democratic base of libraries, their free of charge use.
The participation of the State in planning training library personnel.
The participation of social organisations and individual persons in the work of the libraries.

Theme 10: Library Networks and Systems
The U.S.S.R. Ministry of Culture library system, its functions and tasks.
Branch systems of research and special libraries. Libraries of trade unions, collective farms, cooperative and informal organisations. Intertrade-union libraries. Cooperative centralised library systems of trade-union and State public libraries.
Practical work: Composing characteristics of library networks and systems.

Theme 11: Unified library system of the U.S.S.R.
Fundamentals of organising, developing and functioning of unified library system in the U.S.S.R.. The processes of integration in up-to-date librarianship. Coordination and cooperation as forms of libraries interaction. Coordination and cooperation as the factors

of raising the effectiveness of libraries and library systems activities.
Centralisation as the most important way of organising the unified library system in the U.S.S.R.. Uniting libraries into departmental and interdepartmental centralised library systems.
Interconnection of libraries with other cultural and research institutions, organs of scientific-technical information. Librarianship in the State System of Scientific Technical Information.
Seminar: Unified library system in the U.S.S.R..

Theme 12: The management of librarianship in the U.S.S.R.
The organs of state management of librarianship; Soviet of people's deputies, their executive and directory organs; state and social organs having library networks and systems; their tasks and functions.
U.S.S.R. Ministry of Culture as the central organ management of librarianship, of coordination the work of departmental and social libraries and of State controls of the activities of all libraries in the country.
The State Interdepartmental library commission at the U.S.S.R. Ministry of Culture as the coordination organ in the field of librarianship, its structure, tasks and functions. The obligatory character of its decisions for all the departments and organisations, having libraries.

A.1.2 Studies in Bibliography (Bibliography Science): General Course

Compiler: Moscow State Institute of Culture, the Chair of General Bibliography
Doctor of Science (Pedagogics), Professor O. Korshunov

Explanatory note

The general course of bibliography opens the cycle of bibliographic disciplines (organisation and methods of bibliographic work in a library, foreign bibliography, branch bibliographic courses and so on) which provides the professional bibliographic training of librarians, who are able to carry on the bibliographic service for all categories of readers at the up-to-date level. In the course, mainly the theoretical questions, concerning bibliography in a whole, are discussed. Playing the role of introduction, i.e. the theoretical basis of all the cycle of bibliographic disciplines, it is oriented at the raising of the theoretical level, solidity of the professional bibliographic training of librarians, strengthening its connections with advanced library-bibliographic science and practice. As a result of the study of this course the students must first of all receive a clear conception of bibliographic information which is the initial conception of general theory of bibliography, of essence and significance of bibliography as social phenomenon, main conformities of its development and functioning, its specific features, multiaspectual structure and place in the system of adjacent fields of activity. Not less significant is the understanding of general questions of bibliographic activities in up-to-date conditions, main trends of further improvement of bibliographic science and practice by the students.

The programme of the course is composed with the account of the contents of non-bibliographic special disciplines, which students study at the bibliographic faculties of higher educational institutions; bibliology and history of a book, general library science, fundamentals of library science and so on. The common problems of these disciplines are explored in this course only in their purely bibliographic aspects. The main theoretical conceptions of the course of general bibliography must develop and concretise in other bibliographic courses on organisational methodic level as applied to the specific character of the different branches of knowledge, the separate processes and areas of bibliographic activities. The study of the course implements in the forms of lectures; seminars; laboratory works, tests and examinations. The themes of seminars, laboratorian, control, self-organised works are suggested as examples. The studying of the course lasts for 54 hours; 26 hours-lectures, 16 hours-seminars, 4 hours-laboratory-practical work, 8 hours-self organised work of the students.

The contents of the course

Introduction
The subject and tasks of the course. The place of the course in the system of bibliographic disciplines. The term "bibliography", its historical multi-significance. The bibliological and the documentographical approaches to the general classiying of bibliography as social phenomenon. Their interconnection. The methodology of modern theoretical studies in bibliography.

Section I: Fundamentals of the theory of bibliographic information

Theme 1: Bibliographic information is intermediary between documents and their users. The origin and the development of the system of documental communications (system "document-user"). Its up-to-date state of affairs. The system "book-reader" as historically initial and so far the most widely spread form of the existence of system "documents-user". The relation "document-user" ("book-reader") is the source of the origin of bibliographic information. The conceptions of accordance between documents and users of information. The informational barriers in the system of documental communications. The main forms of their appearance.
The initial forms of bibliographic information. The main trends in its historical development.
The general conceptions of bibliographic information as the means which promotes the

overcoming of informational barriers and realisation of accordance in the system of documental communications. The main specific feature of bibliographic information as the intermediary in the system of documental communications.

Theme 2: Forms of existence of bibliographic information
The variety of the forms of existence of bibliographic information.
The bibliographic report is an element of bibliographic information. The main forms, structure, purpose of a bibliographic report. Its definition. The bibliographic record is a documentary fixed form of a bibliographic report. The main elements of a bibliographic record. The bibliographic description as compulsory and minimum necessary element of a bibliographic record.
The bibliographic data is a source of forming the standard elements of bibliographic description.
The bibliographic tool is the main means of storing, distribution and using of bibliographic information. The definition of a bibliographic tool. Its general structural, characteristics. Forms, types, genres, kinds of bibliographic tools.

Theme 3: Main social functions of bibliographic information. Its essential functional structure, quality, definition.
The quality of bibliographic information, which reflects fundamental quality of the relation "document-user of information". Its significance for the history and the theory of bibliography.
The documentary and bibliographic informational needs, their correlation. The documentary needs as the basis of accordance between documents and users. The mechanism of bibliographic needs forming.
The conception "function" in the up-to-date studies in bibliography. The functional purpose of bibliographic information as an expression of aims of bibliographic activity. The up-to-date conceptions of functional "auxiliarity" and "independence" of bibliography as a social phenomenon.
The conceptions of main social functions of bibliographic information - searching, communicative and evaluational.
The forms of expression (genetic and logical) of its essential-functional structure. The qualities of bibliographic information.
The bibliographic information as an initial conception of the general theory of bibliography and criterion (principle) of separation of the bibliographic phenomena from non-bibliographic.
Seminar: The main social functions of bibliographic information. The definition of bibliographic information. Its theoretical significance.

Section II: Bibliography as the sphere of activity

Theme 4: General conception of bibliography as the sphere of activity.
The origin and the development of bibliographic activity. Its up-to-date structure. The definition of bibliography as the sphere of activity.
The principle scheme of functioning of bibliography in the system of documental communications.
The concrete historical conditionality of bibliography as social phenomenon. The moment of class and common to all mankind in the contents of bibliographic activity. Their correlation.
Two main structural levels of bibliography as social phenomenon: essentially-common (inner) and historically-concrete (outer). Their correlation.

Theme 5: Main components of bibliographic activity
The bibliography as the object of differentiation. The division of bibliography into parts and aspects as logical means of creation of the componental structure of bibliographic activity and aspectual classifications of bibliographic objects.
The componental structure of bibliographic activity, which includes its subjects, aims, objects, processes, means and results.
The subjects and aims of bibliographic activity. The subjects as the main system making component of bibliographic activity. The process of the division of labour in the sphere of

bibliographic activity. Its uncompletion. The composition of subjects of bibliographic activity.
The bibliographer-professional is the main subject of practical bibliographic activity. The general characteristics of his professional qualities.
The aims of bibliographic activity. Their structure, interconnection with other components of bibliographic activity.
The objects of bibliographic activity. The document as the main direct object of bibliographic activity. The structure of documental objects of bibliographing. The bibliographic classifications of documents: hierarchical, facet, subjective. The correlation between the form and the contents of the documents as the objects of bibliography science.
The user of bibliographic information as potential (typical) and direct (individual) object of bibliographic influence. Needs, interests and inquiries of the users (readers) connected with the using of bibliographical information. Their correlation. The existing classifications of the users of bibliographic information.
The system "document-user" as the indivisible object of bibliographic activity.
The processes of bibliographic activity. Their general characteristics.
The bibliographic search as the initial basis of all bibliographic processes. The main conceptions connected with bibliographic search: bibliographic "searching" and "discovery", pertinence and relevance, sign of search, searching pattern of the document, searching instruction, completeness and accurateness of bibliographic search.
Bibliographing as the process of creation of the sources of bibliographic information (bibliographic tools). Preparatory, analytical, synthetical and conclusive stages of bibliographing (super-documentary, direct documentary, subdocumentary). The conception of analytical bibliographing.
The bibliographic service as the process of the delivery of bibliographic information to the users. The main kinds: reference bibliographic service (RBS) and bibliographic informating. Their structure and general characteristics.
The means of bibliographic activity: methods, channels of production and delivery of the bibliographic information to the users, technical means.
The methods of bibliographing and bibliographic service. The general characteristics.
The channels of making and delivery of bibliographic information to the users. The bibliographic production as the means and the result of bibliographic activity. Radio and TV as specific channels of the distribution of bibliographic information.
The technical means of bibliographic activity. Scientific and technical progress and bibliographic activity. The perspectives of its technical re-equipment on the basis of the automation of bibliographic processes.
The results of bibliographic activity as the conclusive component of its structure.
Multiaspectual classification of bibliographic production as the main result of composing bibliographic activity.
Seminar: The characteristics of the main components of bibliographic activity.
Practical lesson: Aspectual classification of bibliographic tools.
Control work: Multiaspectual analysis and characteristics of the given complex of bibliographic tools.

Theme 6: Aspectual classification of bibliography as the sphere of activity
The aspectual classification of bibliography as a scientific problem. Its appearance and development. The up-to-date state of affairs. The main variants of aspectual classification of bibliography.
Two main ways in constructing the aspectual classifications of bibliography as the sphere of activity: using the sign of its organisational-departmental belonging and using the sign of uniformity of bibliographic information which is producing and consuming.
The organisationally designed subdivisions (kinds) of bibliography received using the first way. Their general characteristics.
The aspectual classifications of bibliography, received using the second way.
The aspectual classification of bibliography which use the sign of social purpose. The conception of general and special bibliography.
The aspectual classifications of bibliography using the other signs: functional-purpose, content of the objects of bibliographing and so on.
Seminar: Aspectual classification of bibliography as scientifical problem. The kinds of bibliography according to the social purpose and other signs.

Theme 7: General questions of organisation of up-to-date soviet bibliography.
The significance of organisational aspects of bibliographic activity in up-to-date conditions.
The regulations of bibliographic work of the libraries in the U.S.S.R.. Its main contents and structure. The tasks and means of forming uniform system of the bibliographic activity in a library.
The main organisational forms of bibliographic activity.

Theme 8: Soviet bibliography at the service of scientific and technical progress.
The bibliographic providing of scientific and technical progress is one of the most important trends in the bibliographic activity. The main levels of current scientific assisting bibliographic informating.
The bibliographic functions of SS STI. The structure and the tasks of SSSTI. The all-union centres of SSSTI of universal type: SIA "All-Union book chamber". The centres which specialised in bibliographic processing of different types of documents:
SIA "Search"
The All-union centres of SSSTI of multibranch type: AISTI, IISS, SPSTL of U.S.S.R..
The branch centres of all-union level of SSSTI. The bibliographic aspects of their informational activity.
The organs of STI and libraries of regional and lower, level of SSSTI. Their tasks and functions in the sphere of bibliographic providing of the scientists and the specialists.
ASSTI in SSSTI and their bibliographic functions. The main trends of automation of bibliographic processes and their realisation in the U.S.S.R..
Practical work: Composing of structural scheme of bibliographic aspects in the activity of SSSTI.

Theme 9: Soviet recommending bibliography in the system of breeding and all-round development of the person.
The problem of the determination of recommending bibliography. Significance, contents and tasks of the Soviet recommending bibliography in up-to-date conditions.
The main centres of recommending bibliography. The activity of the State library, named after V. I. Lenin, in the area of recommending bibliography. The other centres: republican, regional libraries, SPSTL.
The system of recommending bibliographic tools. The problems of its forming. Other theoretical and organisational methodological problems of recommending bibliography.
Seminar: Soviet bibliography at the service of scientific and technical progress. General and special (scientifical-assisting) bibliography in SSSTI. The main trends and centres of recommending bibliographic activity. The questions of the theory of recommending bibliography.
Control work: Comparative analysis of scientific assisting and recommending bibliographic tools.

Theme 10: International cooperation in the sphere of bibliographic activity.
The development of international cooperation in the sphere of bibliographic activity. Its possibilities and main trends in up-to-date conditions. The bibliographic aspects of the activity of big international organisations: UNESCO, International Federation of Documentation (IED), International Federation of Library Associations (IFLA) and so on.
The most important international projects of bibliographic providing (UNISIST, UBC, NATIS) and the participance of the U.S.S.R. in them.
Other forms of cooperation (international conferences and consultations, parallel symposiums and so on).

Section III: Bibliography science - a science about bibliography

Theme 11: The structure and the contents of bibliography science.
The bibliographic science and practice. Their unity and differences.
The structure of bibliography science. "Aspectual" and "objective" trends of differentiation of bibliography science as the basis of forming the disciplines of general and bibliography science. The main "aspectual" sections of general bibliography science: theory, history, organisation and methods of bibliography.

The theoretical section of general library science. Its significance in up-to-date conditions.

Subject and tasks of the theory of bibliography as an independent scientific discipline.

The history of bibliography as the most developed part of general bibliography. The subject of the history of bibliography. The main works (by N.Z. Zbobnov, M.V. Mashkova, K.P. Simon). The tasks of elaboration of the bibliography history in up-to-date conditions.

The particular place of organisational and methodological sections of general bibliography science as the links which provide direct connection of bibliographic science with the practice of bibliographic work. The subject and the tasks of the organisational section of bibliography science. The methods of bibliography as the most ramified section of general bibliography science. Its subject and tasks. The ways and the means of the scientifical elaboration of organisational methodological questions of bibliographic activity in up-to-date conditions.

The particular bibliography science. Its structure. The branch bibliography science as the unity of branch scientific and educational bibliographic disciplines and the most developed section of particular bibliography science.

Theme 15: Bibliography science in the system of adjacent spheres of knowledge.

The bibliography science and adjacent scientific disciplines, connected with the system of documental communications. Bibliography science and library science. Their unity and differences. Bibliography science and information science. The different conceptions of correlation between bibliography science and information science. Bibliography science and bibliology. The different approaches to the question of their subordination and interconnection.

Theme 16: Main trends of reconstruction of the soviet bibliography science and practice.

The main results of the scientific research work in the sphere of bibliography science and the tasks of improvement of bibliographic science and practice.

The perspectives and the means of organisational and functional integration of bibliographic activity in the frame of uniform system of bibliographic providing of the up-to-date soviet society.

The task of intensification of the processes of forming all main links of the system of bibliographic tools. The improvement of planning in composing bibliographic activity.

The main trends and tasks of reconstruction of scientific research work in the sphere of bibliography science. The intensification of bibliographic activity is the main purpose of up-to-date soviet bibliography science. The scientific providing of the processes the technical re-equipment of bibliographic activity. The improvement of the statistic basis of bibliography science. The tasks, of the improvement of the connection between bibliographic science and practice, the creation of the system of the implementation of the scientific investigation results, using the new forms of scientific-research work organisation.

The state of affairs and main trends of improvement of the bibliographic training of librarians.

Seminar: The main trends and the tasks of reconstruction of bibliographic science and practice.

An approximate list of tasks for students for self-organised work under the guidance of the lecturer.

Task No 1

The finding of the literature devoted to concrete theoretical problem of library science and its preparation to the bibliographic review without assistance.

Task No 2

After the studying of the literature, which corresponds to the lecturer's recommendations, the student must express his own point of view about the following questions in written form:

1) about the most adequate definition of bibliography as the social phenomenon,
2) about the correlation between the conceptions "bibliography" and "bibliographic activity",
3) about correlation between conceptions "kind of bibliography" and "kind of bibliographic tool".

Task No 3
To select in a library 10 different examples of bibliographic tools and to give their bibliographic description in following order:
1) current state bibliographic index,
2) scientific-assisting bibliographic tool,
3) recommending bibliographic tool,
4) review journal (AISTI or IISS),
5) retrospective universal bibliographic tool,
6) branch (or multibranch) bibliographic tool,
7) perspective bibliographic tool,
8) bibliographic tool on local lore,
9) bibliographic review
10) literature list in a book.
The bibliographic description of every example of bibliographic tool must be completed with its brief aspectual characteristics which includes:
a) the social purpose,
b) the functional purpose (current, retrospective or perspective)
c) the contents of the objects of bibliographing,
d) the way of documents' characterising,
e) the way of documents' grouping
f) the type of bibliographic tool,
g) the editional form of literature.

Task No 4
To carry out the typological and quantity analysis of references, made by a concrete library during the determined period of time (determined by the lecturer)

Librarianship and Bibliography
The period of studying — 4 years

	The name of the discipline	The volume of the student's work with the teacher in hours				Control
		Total	Theory	Practice	Independent Work	
1	Political history of the XX century	120	100		20	Exam
2	Philosophy	140	120		20	State exam
3	Fundamentals of economical theory	100	80		20	Exam
4	Sociology, Ethics, Aesthetics	116	96		20	Test
5	Soviet Law	32	28		4	Test
6	History of the USSR	100	80		20	Exam
7	Newest world history	70	60		10	Test
8	History of the arts	130	110		20	Exam
9	Psychology (general and social)	70	60		10	Test
10	Pedagogics	70	60		10	Test
11	Foreign language	240		200	40	Exam
12	History of world literature	320	260		60	Exam
13	Present problems of natural and technical sciences	70	60		10	Test
14	Bibliology and history of the book	80	70		10	Exam
15	Librarianship (history, theory, organization, stocks, catalogues, etc)	450	250	150	50	State exam
16	Studies in bibliography (history, theory, organization, methods, bibliographies, etc)	320	200	70	50	State exam

Librarianship and Bibliography
The period of studying — 4 years

	The name of the discipline	The volume of the student's work with the teacher in hours				Control
		Total	Theory	Practice	Independent Work	
17	Information science and computing machines	90	70	10	10	Exam
18	Mechanisation and automation of library processes	90	60	20	10	Exam
19	Service to readers	170	120	20	30	Exam
20	Options	550	400	70	80	Exam
21	Field work	1,000		1,000		Test
22	Guided practical work in a library (for freshmen)	204		204		
23	Physical training	438		438		
	Total: [1]	4,970	2,288	2,182	500	

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A.1.3 Bibliology and the history of the book

Part I: Bibliology

Compiler: Moscow State Institute of Culture, the Chair of Bibliology
Candidate of Science (Pedagogics), Professor A. M. Ioffe

Explanatory Note

Nowadays the means of mass information and propaganda are of great importance in the life of the community. It concerns first of all the press, particularly the books which influence a great deal on the development of science, economy, culture, education and all the spheres of material and spiritual life of the community. As it is, more and more importance and urgency acquire, the study and scientific exploration of the theory and the history of the book; the problem of the effectiveness of the book popularisation among the broad masses of the Soviet people is raised. So the study course "Bibliology and the history of the book" takes the important place in the training of library personnel. The subsequent study of the special library and bibliographic disciplines are based on this course.

The first theoretical part of the course "Bibliology" has to reveal the origin, development and social functions of the book, to consider problems of books and readers' typology. The students ought to have the notion of the book's elements, to understand the processes of the book creation, its polygraphic and artistic design. The important role of the soviet book promotion in solving the problems of social, economical and cultural development of the society has to be revealed. The teacher must also show the students the wide opportunities of the active application of the book in all spheres of modern life. The students have to conceive the problems, principles and content of Bibliology as the science of the book and book business, to get the notion of the historical stages of Bibliology in the U.S.S.R., of the main tendencies and concepts of the modern bibliological researches in our country and abroad. Side by side with the study of theoretical problems of bibliology and the history of the book, the students have to master practical skills in the professional bibliographic analysis of the press production.

Lectures and seminars as well as practical work and excursions to the printing houses and rare-book divisions of the State libraries are provided during the study course. The course is completed by the exam. The students have to comprehend the theory of bibliology, most important processes of the book creation and its social functioning, to be able to carry out bibliological analysis of the book. They must also have a notion of the history of the book and historiography of bibliology and study the literature, stated at the syllabus.

Contents
The tasks, goal and the subject-matter of the study course. Its correlation and connections with the other disciplines, that is with the social, political, scientific, professional and special subjects.
The significance of the study course in the professional training of library personnel in bibliology and informatics.
Literature sources. Independent work of the students during the study course.

Theme 1: The subject and the task of bibliology
Definition of bibliology. Theoretical and methodological foundations of bibliology. Complex character of bibliology. Problems and social goals of bibliology. Structure of bibliology, its place in the system of sciences. General bibliology and its branches. Problems of general theory of bibliology. The subject and object of bibliology. Scientific terminology and conceptual apparatus, problems of their unification.
Bibliological and terminological standards. Books, as a social phenomenon, as a developing functional system. Research in the typology of the book. Research on the social nature of the book. Book business as a system. The place of the book in the system of modern means of mass information and documental communications. Prediction of the development of the book business.
The history of the book, as the constituent part of bibliology. Methodological foundations

of the history of the book. The subject and the object of the history of the book.
Description of the pre-revolutionary and the Soviet periods in the history of the book in our country.
The main tendencies in the working out the history of the book and the book business in the U.S.S.R. and in the foreign countries. Study of the sources of the book history. General problems of the books' and readers' sociology. Problems of the public consumption of the book and the different aspects of interaction between the community and the book.
Problems of the readers' typology. The study of bibliophily and its social nature.
Methods of bibliology. Disciplines of the bibliological cycle. The problem of the unity and the specific character of the bibliological disciplines. Main stages of bibliological development in the U.S.S.R.. Development of bibliology in Russia before the Great October Socialist Revolution.
Bibliology in the U.S.S.R. after the Great October Socialist Revolution.
Development of the theory and the history of the book in the 20 and 30 of our century.
Working out the problems of bibliology in the 30's and the beginning of the 50's.
Soviet bibliology at the second half of the 50's until the 80's.
The modern stage of bibliological development, its distinctive features.
Problems in the general theory of bibliology and its methodology.
The origin of the fundamental scientific works on the questions of the theory of the history of bibliology.
All-union and regional scientific conferences of bibliological problems. Participation of the U.S.S.R. in the international congresses and conferences on the problems of bibliology and printing. Scientific and educational bibliological centres. The Institute of the Book of the scientific-industrial association "All-Union Book Chamber". All-Union voluntary society "The Book" and its role in the dissemination of the bibliological knowledge, in the forming of the readers' culture. Modern press on bibliology; publishing houses, specialised on the literature on bibliology. Collection of the articles "The Book, Researches and Materials" and other scientific and popular editions on Bibliology. Encyclopaedic dictionary "Bibliology".
Current and retrospective handbooks on bibliology. The increasing significance of the working out the theory and the history of the book; the tasks of the bibliological science nowadays. Main tendencies of the modern bibliological researches abroad.

Theme 2: Social function of the Book

Definition of the Book. Correlation of the notions "the Book" and "the Document". The Book as the main, most stable and long term element of the documental communication system.
Prominent public figures, representatives of the Soviet and world science, culture and literature about the Book and its social function.
General tendencies in the origin, development and social function of the book as a means of concentration and dissemination of the social information, of individual and collective interpersonal contacts.
Social, historical and cultural premises of the book origin.
The world and native book production; dynamics of its increase as a reflection of the increase of the social book demand.
The nature of the book as a social phenomenon, its role in the life of the community.
Dialectic unity of the spiritual and material culture, semantic information and material-constructive form incarnated in the book. Social versatility of the book. Criteria of the social value of the book. Party principles and the freedom of press. Correlation of humanistic and class principles in press, in the book. Social functions of the book, their historical evolution. The book as developing functional system. The notion of objective and readers' function of the book.
The book and the scientific and technological revolution. Informatics and the book. The problem of non-paper information. The book in the system of the means of mass information, their correlation and interaction. The book and the current periodicals. Radio, television, cinema and the book.
The press and reconstruction period ('perestroika') in the U.S.S.R.. The role of the book in the development of democracy and publicity; in realisation of the political, economical and legal reforms, in the forming of the new thinking; in the increase of cultural and the scientific and technological potential of the soviet community, patriotic and international

upbringing of the people. The international role of the soviet book. Perspectives of the book development in the U.S.S.R..

Theme 3: Typology of the book

The structure of the modern book publishing output. Diversity of kinds and types of published works. Theoretical and practical aspects of publications' typology. Work in the field of publishing output standardisation.

Principles and criteria of the typological grouping of published works. Typological grouping of the published works: principles and criteria. Variety of the characteristic features and typological rows singled out on their base.

Basic forms of published works: book, magazine, newspaper, leafy publications, their specific character and peculiarities. Classification of published works according to the date they have been issued: non-periodicals, periodicals, serials.

Notion of the book flow and the book array.

Typology of the book issues. Objective and readers' function of the book as the main functional criteria of typological grouping.

Classification of books according to their objective. Basic forms of book issues: official, science, popular, politics, textbooks, professional, encyclopaedic, advertisement, standards, information, fiction. Characteristics of the basic forms of book issues and their varieties, their distinguished features. Patents and technological standards.

Classification of the books according to various kinds of readers; to the age of the readers, profession, and so on.

Classification of the books according to the mode of their production: manuscripts and printed books. Works of small polygraphy. Reprints (?). Dependence of the social functioning of the book on the mode it has been published and designed.

Classification of the books according to typographic symbols: texts, music, maps, illustrations. Complex editions.

Classification of the books according to their size: book, brochure. One-volume edition, multivolume edition. Influence of the book size on the informational capacity of the book. Influence of the book design on its social functioning.

Classification of the books according to their contents. Books of the universal contents, books of complex contents, specialised publications. Literature as the denotation of the different kinds of issues within the limit of a certain branch of science. Classification of the books according to their genre. Serials, omnibus editions, omnibus volume, monograph, reading-book.

Instructions, standards, patents, reference editions. Dictionary, encyclopaedia, album, almanac, calendar, bibliographical reference aids and so on.

Classification of the book according to other features. Rarities, bibliophilic and gift books. Antiquarian and second-hand books. Miniature books.

Periodicals and their systems.

Criteria of the typological grouping of periodicals and serials. Characteristics of the basic forms of periodicals.

Unpublished documents and their place in the system of documental communications. Basic forms of unpublished documents. Audio-visual carriers of information, their role, kinds and specific character. Complex audiovisual editions, films, records, photographs.

Practical work: Typology of the printed output.

Control work: Typology of the printed output.

Theme 4: Elements of the book

The book as an evolving contents-structured and material system.

Interaction between the contents, structure and material-constructive form of the book.

Development of the material form of the book, its evolution.

Inner book ("codex") as historically constituent and the most stable form of the book.

Materials for book publishing, perspectives of their development, their influence on the book functioning in the community.

Classification of the book elements. Book design as the unity of the book elements.

Functional, substantial, economical and technological factors, defining the book design.

Dependence of the book design from the objective and readers' purposes of the book.

Aesthetic of the book. External elements of the book. External elements of the book. Book formats, their standardisation. Extent of the book, units of its measurement. Book binding,

book cover, loose cover, their protective, informational, aesthetic, technical functions. Fly leaf. Correlation and interdependence of the elements of the external design of the book. Inner elements of the book. Title elements of the book. Kinds of title-pages, their contents, structure, peculiarities, reference-informational and aesthetic functions.
Text of the book. Textual information as the essence of the book, its main inner element. Main (general) and reference-auxiliary texts. Simple and complex text, its kinds.
Subsidiary pages as a system of reader's orientation in the structure and the contents of the book. Informational and guiding functions of subsidiary pages. Structure of subsidiary pages, their dependence on the book contents, volume and purpose of the book. Elements of subsidiary pages guiding the reader in the structure of the book.
Elements of subsidiary pages, revealing the contents of the book. Preface, introductory article, afterword, their functions and distinguishing features.
Comments, explanatory notes, their kinds and specific character.
Bibliographic elements of the book, publisher's annotation. Kinds of the book auxiliary indexes, their peculiarities and functions. Publisher's and enumerative-registrational data. Supplements. Other elements of subsidiary pages.
Book illustrations. Kinds of illustrations, their role and function in the book.
Book page, its kinds and formats.
Margins, their formats and functions.
Reference-auxiliary elements of the book page.
Polygraphic and artistic design of the book, its principles and problems.
Polygraphic (type-setting) and artistic means of the book design.
Peculiarities of the external and the inner elements of the book design.
Artistic image of the book. Book as a work of art.
Practical work:
1) Elements of the book
2) Polygraphic and artistic design of the book.
Control work: Subsidiary pages of the book.

Theme 5: Book business as a system
Definition of the notion "book business". Book business as a system of branches of social activity, culture and national economy, connected with the creation, publishing, distribution and use of the book. Structure and composition of the book business. Main branches of the book business, their social functions. Interaction and correlation of the different branches of the book business.
Reconstruction of the book promotion system. Development of democracy and creation of the economic basis in the management of modern publishing and book distribution. Self-supporting running in the book business.
Stages of book creation, their characteristic features.
The author's work at the book.
Book publishing industry as the leading branch of the book promotion. Principles of the book promotion organisation in the U.S.S.R. and abroad. Classification of modern soviet publishing houses.
Process of publishing as the whole complex of interrelated consecutive stages of work on creating and publishing of literary production.
Initial stage of publishing process, its contents. Long-term planning. Work on the prospect of future book, determination of the theme and genre of the work, the type of the edition, readers' auditorium. The problem of the book circulation. The notion of the copyright.
Editorial stage as the central stage of the publishing process. The nature and the problems of the book editing. Analysis and estimation of the contents and the form of the work.
Work on the perfection of the contents, structure and literary form of the book.
Preparation of the edition's layout. Artistic book editing. Technical editing. Automated book editing.
Production stage of the publishing process. Preparation of the final manuscript. Proof reading, proof sheet, make-up, blank leaf. Advance copy. Application of the correction marks.
Final stage of the publishing process.
Study of readers' demand by the publishing house. Participation of the publishing house in popularisation and distribution of the book. Polygraphy as the material basis of publishing business. General processes of the polygraphic implementation of the book.

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Modes of printing. Various kinds of modern polygraphic techniques. Social aspects of polygraphic production.

Book trade.

Cardinal functions and problems of the book trade in the sphere of popularisation and purposeful distribution of the book production.

Organisation of the book trade system. Book supply of the libraries. Profound study and forming of the book demand in the book trade system.

Popularisation and advertising of the book. Library business, as a branch of the book business. Influence of the library work on the publishing business and on the processes of the social functioning of the book.

Libraries, as the centres of book preservation and organisation of the public use of the book. Role of the libraries in the advancement of the book wealth to the readers, in the guidance of reading, in the popularisation of the books, in the forming the public estimation of the book.

The important role of the libraries under existing constant increase of the native and the world publishing production.

Bibliography in the book business.

The role of bibliography in the readers' orientation in current literature, in the readers' choice of the book, in the effective use of the book resources by the community.

Bibliography as one of the most important intermediary between the book and the reader.

Accelerating informational role of bibliography in terms of constantly increasing instalment of the book production.

Application of bibliography indifferent spheres of the book business.

General tendencies and perspectives of the book business development in the U.S.S.R..

Theme 6: The reader and the book

The system "the book - the reader".

The reader as an object of researches in readers and reading.

Registration of the readers' interests and demands as the necessary prerequisite for the forming the contents and structure of the book, its design, activation of the social function of the book and the perfection of the book business.

Readers' demands, motives, interests, aims, possibilities - their social, psychological and special stipulation.

Factors influencing the change of the readers' staff, development of their demands, their character and contents of reading.

Influence of the means of mass information (radio, television, cinema) on the forming of the readers' auditorium, on the processes of reading and the management of reading.

Individual and public consumption of the book. Bibliophily. Active and objective forming of the readers' interests and demands.

The reader, as the active participant in the process of the book creation, book circulation, as the potential co-author of the book.

Role of the reader in the social estimation of the book. Professional and readers' criticism, its increasing role nowadays. Readers' criticism as one of the main factors in the development of criticism and the book business. Organisation of the readers' criticism in press.

General principles of the readers typology, criteria of readers typology.

The notion of cultural reading.

Main elements and levels of cultural reading. The level of cultural reading as one of the typological grouping of the readers. The notion of the social type of the reader.

Classification of readers according to their age, profession, education and so on.

Principles and methods of the readers' study, study of their interests, demands and possibilities. Organisation of the sociological researches on the problems of readers and reading in the U.S.S.R. nowadays. Profound research of the readers' demand for a book.

Activities of the Institute of the Book.

High readers' culture as one of the necessary conditions of forming comprehensively developed person.

A.1.4 Informatics

Compilers: Moscow State Institute of Culture, the Chair of Informatics
Doctor of Science (Technology), Professor K. V. Tarakanov;
Candidates of Science (Technology), I. D. Korovyakova, V. V. Tzurkan

Contents of the course

Introduction

The tasks and purposes of the course "Informatics", the place of the course in the system of professional training of librarian-bibliographers of highest degree.

Its connection with general scientific and special disciplines.

The size and structure of the course. The main forms of study. The recommended literature.

Section I: Theoretical principles of informatics

Theme 1: Main conceptions of informatics

The definition of informatics as the science which studies the regularities of informational processes in social communications. The main conceptions, terms and definitions: information and informational processes. The subject and methods of informatics. The tasks of informatics: the study of technology, the forecasting and the controlling of informational processes. The conception of "new informational technology".

The conditions of appearance and development of informatics. The industry of informatics and its role in the informatisation of society. The interconnection between informatics and library science, bibliography science and other sciences and scientific disciplines: theory of information, cybernetics, system analysis, theory of the information transmission, documentalistics and so on.

Theme 2: Information. Report. Informational processes.

The definition of information and its types. The signs and characteristics of information. The role and the significance of information in the development of science, technics, industry and spiritual life of the society. The kinds of reports. The difference between information and report. "Data", "Information", "knowledge". Their definitions and differences. Formal and non-formal communications.

The informational processes: collection, processing, storing, search, delivering the information to the customer. Purposes, contents, characteristics.

The conception of local and distributed information technology (using the communicational channels).

The new informational technology.

The systematic presentation of informational processes. The interconnection and the interaction of informational processes. The aspects of interconnection: linguistic, programme and technical.

Theme 3: Computer equipment as the means of realisation of informational processes.

The usage of computers in national economy, science, culture. The general information about the construction, principles of work, main functional and operational characteristics of computers, perspectives of improvement.

The classification and the generations of computers, macro- and micro-computers, the circle of microcomputers, personal computers. The creation of complexes and systems of computers, their usage in informational technology.

The computer languages of presentation of information: elements and signs of natural language, mathematical signs, systems of calculation, the codes of computer alphabets, the language of computer commands, the recognition and interpretation of the elements of incoming information.

Theme 4: The software of computers

The operating of the computer. The productivity and the speed of computer. The enhancement of the efficiency in the work of computer. The programme as the instrument of realisation of formalised represented informational processes. Multi-programme regime of the computer work. The operational systems, their functions and characteristics. The programs (?) of users.

The packages of applied programs.

The regime of usage of computers: package processing of programs, regimes of collective using and real-time.

Programme means of personal computers, their structure and characteristics.

Theme 5: Languages of presentation of information and knowledge

The nature of informational languages of representation of the information and data in the system of processing of information. The difference and resemblance between natural and artificial languages. The features of natural languages, which cause troubles of their using in the informational processes in computers.

The necessity to use artificial languages for information processing in computer. The nature and kinds of informational languages.

The presentation of knowledge in computer. The models of knowledge presentation: logic, formal, heuristic.

The representation of knowledge in logical models, the calculation of predictions, the logic of relations. The presentation of knowledge with the help of heuristic models. The approaches to knowledge presentation: shallow and deep presentations. Production rules, semantic networks, frames.

Theme 6: Informational searching languages

Informational searching languages. The conception and definition.

The demands to the informational searching languages (ISL). The structure of ISL alphabet, lexical units, paradigmatic syntagmatic relations. The conception of the semantic power of ISL. Precoordinate and postcoordinate ISL.

The types of ISL. The ISL of classificational type. The areas of their application.

The descriptional type of ISL. The main types and classification of ISL of the descriptional type. The conception of the key word and the descriptor. The relations between the descriptors and their types.

The concept and definition of the thesaurus. Linguistic and informational-searching thesauri (descriptional dictionaries). The principles and methods of their construction and use.

The main techniques of fixation of paradigmatic relations in informational-searching thesauri. The grammar of ISL of descriptional type. The ways of ISL of descriptional type. The ways of expression of the syntagmatic relations between the descriptors. The indices of the role and their main types. The indices of the connection. The positional grammar. The other types of the grammatical means of ISL. ISL of the special type: semantic codes, language of standard phrases, language of bibliographic description.

The possibilities to use natural language as ISL.

The comparative analysis and general evaluation of ISL of descriptional type.

The perspectives of the development of ISL.

Theme 7: The technology of the informational processes.

The conception and essence of the technology of informational processes.

The means of language presentation of technology: signs, texts, formulae and structures.

The ways of presentation of technology: bloc-schemes of processes, bloc-schemes of algorithms, structural graphs, P-schemes and semantic networks.

The technological process of information processing. The technology of the collecting of documents and information. The essence of the process and the techniques of its realisation: from the computer keyboard, from the distance, from the computer reading carriers. The general bloc-scheme in using every technique of process realisation, collection of documents and information. The examples of bloc-schemes of selection of documents and realisation of this process using the computer in libraries.

The technology of processing the documents and inquiries.

The indexation, systematisation and subjectisation as the main processes of precomputer processing of documents and inquiries. Common and specific in the process of indexation, systematisation and subjectisation.

The concept of searching pattern of document and inquiry (SPD & SPI).

The definition and content of indexing process.

The concept of pre-coordinate and post-coordinate indexing. The surplus indexation.
The main stages of indexing: the determination of subject sphere and the main theme or subject of the indexed document or inquiry, the expression of the subject sphere of the theme or subject in ISL, their recording in ISL as the searching pattern of document or searching pattern of inquiry.
The methods of lexic control of document and inquiry in indexing process. The use of terminological literature (descriptive dictionaries, informational searching or linguistic thesauri) for the control of lexic of incoming information (documents and inquiries).
The technological schemes of indexing of documents and inquiries using ISL of classificational type and descriptional one.
Common and specific in the indexational process of documents and inquiries.
The extraction of facts from documents.
The search for information. The essence: kinds of information search. Receiving, analysis and delivery of information to the customer.
The indexes of effectiveness of informational processes: completeness, exactness, operativity, price, labour consuming character. The techniques of calculation.

Theme 8: Algorithmisation of information processing in computer.
The concept of algorithm. The ways of description of algorithm. The use of symbols. The principles of composing algorithms.
The algorithmic language as the means of expressing the records of algorithm.
The commands: elementary and complex. The conditions and the repeating and branching commands.
The algorithm of the most spread in librarian and informational proactive (?) processes: sorting, unification, grouping, correction and search for information.
The algorithmisation of the processes of semantic processing of algorithms.
The concept of program language. The general characteristics of program languages. The comparisons of algorithmic language. The classification of program language. Computer-oriented, procedure-oriented, problem-oriented languages. The characteristics and the spheres of using of procedure-oriented (languages: Pascal, PL/1, Basic, C).
The principles of the selection of program languages for conducting library and informational processes. The general processes of programming on high level language.

Theme 9: Organisation of information in a computer
Data base and data banks.
The kinds of processed information: formalised and non-formalised information. The purpose of formats. The organisation of library and bibliographic records. The structurisation of information. The principles and methods of file organisation. The databases. The data banks.
The organisation of library and bibliographic information.

Theme 10: Processing of the information in a computer
The technological process of the processing of information with the use of a computer.
The precomputer stage: the statement of a task.
The creation of algorithm and information processing program in a computer.
The selection and adaptation of the package of applied programs for the solution of raised task.
The computer stage of the information processing: debugging of the program, income and processing of data, reflection and delivery of the results.
The main operations of informational massives processing: sorting, unification, grouping, correction and search of information.
The system of an approach to data.
The dialogue systems of information processing. The demands to the dialogue systems. The languages of dialogue systems.
The table systems of data processing.
The post-computer stage of processing and the analysis of the results.

Theme 11: Automation of informational search
The formalisation of informational search.
The specific features of file organisation for informational search: consecutive

organisation; with engagement; with ramified structure; listed.
The technique of information search: consecutive, division the massif by two, "tree" search, calculation of the address.
The algorithms of the realisation of methods of informational search.

Theme 12: General principles of informational processes forecasting and the conducting of them.
The forecast as the process of prediction of the influence of scientific technological revolution, development of science and technology, social conditions on the sources and the factors which, in their turn, influence on the realisation and the effectiveness of informational processes.
The dependence of the forecast from social, political, psychological, economic, material and technical factors. The classification of time periods for which the forecasts are calculating.
The problem which must be evaluated using forecasting, methods of forecasting: extrapolation, expert evaluations, logical (conceptual) modelling. The possibilities, the merits and the shortcomings of each method.
The methodology of forecasting. The classification of mathematical models. The most wide-spread mathematical methods of forecasting: systems of mass service, imitational and network modelling. The functions of models.
The conducting of informational processes. The essence of the process of conducting and its formalisational performance. The content of five stages of conducting and the characteristics of feedback.
The quality conducting of informational processes of functioning. The content and its structure and the structure of conducting solutions.

Section II: Applied informatics

Theme 13: Informatisation of culture and art.
The essence, the purpose and the structure of society informatisation. The main problems of society informatisation and the ways of their solution. The means and the conditions of informatisation: system of data bases, new-informational technologies, technical means of storing, processing and transmitting of information and knowledge.
The informatisation in the spheres of material manufacture, science, culture and art. The stages of informatisation.
The social and economic effects of informatisation.
The essence and the tasks of culture and art informatisation, the development of informational, intellectual and spiritual potentials of the society. The typical structures of the means of informatisation, the AWP, the automatised informational systems and networks.

Theme 14: Automatised working places of intellectual activity.
The structure of automatised working places of intellectual activity. The structure of the informational and library employee's automatised working place. The individual and group using AWPs. The regimes of work. The place and purpose of AWP in automatised informational systems and networks. The structure of solving, informational and librarian tasks, using informational and library employee's AWP.
The specialised and the multifunctional AWP. The selection of means, which provide functioning of AWP. The ergonomic demands to the character of the work using AWP in libraries.
The AWP, which are using in libraries of complectator, cataloguer, curator, bibliographer, distributor, and so on.

Theme 15: The automatised informational searching systems.
The informational searching systems as the means of realisation of informational search. The main components of ISS and their definitions; logical-semantic apparatus (the informational searching language, the rules of indexation, the criterion of delivery), the informational searching massif, the technical means, the peoples interacting with the system (the staff and the customers of information). The principal scheme of ISS functioning.

The main aspects of ISS classification: the subjects of informational massif complectation the object of the search and the type of delivered information, the regime of functioning, the way of informational searching massif organisation. The schemes of informational searching massif organisation: direct, inverted, combined.

The regimes of informational search: package and dialogue. The characteristics and the principal features of searching regime. The spheres of application.

The selection of regimes and methods of search according to the purposes of AISS: for retrospective search and for SDI.

The strategy of search and the criteria of deliver.

The conception of effectiveness of exploitation of the informational searching system. The techniques of searching information effectiveness indices.

Theme 16: The automatised systems of informational service

The main trends and principles of informational service automation.

The automated systems of informational service (ASIS).

Their tasks and specific features. The regimes of work. The automated systems of scientific technological information as subsystems of ACS and the integral part of SASSTI. The tape service of SASSTI.

The integral automated information systems.

Theme 17: The functional and organisational structure of ASIS.

The main functional subsystems of ASIS: collection, completion, income, storing of information, retrospective search of information, circulation of informational missives, preparation and publishing of informational editions, microfilming and management. Their characteristics, tasks and demands to them.

The technology of information processing in ASIS.

The organisational structure of ASIS.

Theme 18: Structure of the supplying part of ASIS.

The informational technological supplement.

The purpose and structure. The informational base: data-bases and data banks. The structure and principles of data recording organisation. The available for computer format of bibliographic record. The precomputer and the communicative formats. The Soviet and the foreign unified formats of bibliographic records.

The technological processes in functional subsystems. The technological instructions.

The linguistic supplement. The functional specialised complex of informational languages.

The elements of complex, their characteristics, purposes and interaction during the solution of informational and librarian tasks.

The software. The structure. The demands. The unit principle of construction. The main technological units.

The hardware. The structure, purpose and characteristics of functional groups of technical means of ASIS.

Theme 19: The effectiveness of automatised systems of informational service.

The conception and the kinds of effectiveness: functional, automatic and so on. The classification and the normative base of efficiency indices.

The functional effectiveness of ASIS. The main indices: completeness, exactness, operativity, price and labour-consuming character of informational service. The techniques of calculation. The mutual influence of the functional efficiency indices.

The economic effectiveness of ASIS, the main indices and the methodology of their calculation.

The ways of ASIS effectiveness enhancement.

Theme 20: The perspectives of automated information systems development.

The perspective trends in the development of artificial intelligence problems. Two approaches to the solution of the problems. The knowledge bases as the perspective of the developments of the ideas of creation of databases and data banks. The linguistic and program aspects of problems. The perspectives of using data bases in libraries.

The expert systems, their structure. The spheres of application in libraries.

The problems of automation of scientific translation.

A.2: Selected syllabi of specialist courses

A.2.1 Librarianship

A.2.1.1 Library Stock

Compilers: Moscow State Institute of Culture, The Chair of Library Collections
Doctor of Science (Pedagogics), Professor Yu. N. Stolyarov

Explanatory note

Library stock is a basis of the library, which cannot exist without it as a social institution. That's why the course "Library stock" is one of the fundamental courses to study by all the students of library departments.

The course consists of four sections. The first is devoted to methodological basis of building library collection. According to the didactic principal of teaching, at first students are acquainted with elements the library stock consists of, then with the library stock as the theoretical conception and the real object, its structure. The theory and the policy of building the unified system of library stocks of the country, its coordination with document stocks of different organisations are elucidated. The second and the third sections are devoted to the connected theoretical and methodological problems of building library stock. These parts are to give students necessary knowledge and practical professional skills in the acquisition, registration, library processing, location, shelving, delivery and storage of documents in the library stock. These parts of the course are the most important in the future practical work of students. That is why nearly a half of study time is devoted to these problems. In the last section the library stock is considered as the system of management, which consists of the subject and the object of management, its goals, functions, resources.

The programme of the course is constructed in a way that makes necessary to use knowledge student acquired studying such courses as General Librarianship, Bibliography, History of librarianship in the U.S.S.R. and other countries, Library catalogues.

This course is taught simultaneously with other fundamental professional courses, such as "Library service", "Organisation, economics and management of librarianship", "Organisation and methods of bibliographic service in the library", "Bibliography of the social literature", "Library equipment" and some other. That's why there is no special themes devoted to the library equipment and automation systems in the programme. Of necessary the questions are discussed in every theme.

Students are to implement a written control work after studying the first, the third and the fourth sections of the course. Part-time and correspondence-course students have two such works. The programme contains some approximate themes of control, practical and laboratory works, seminars. Each teacher may suggest any themes and methods of control he likes. Students are to pass two examinations in order to control their knowledge in fundamental theory and methodic themes. As a result of the lecture course and the practice in libraries, every student must have knowledge and practical skills enough to work as a librarian (senior librarian) in a library of any type, a chief of the acquisitions and library processing department of centralised library system, the chief of the storage department, librarian-methodologist in library acquisitions.

The contents of the course

Introduction

Library stock as a subject of study. Formulating and development of high school course "Library stock". The contribution made to the course by L. B. Havkina, S. O. Seropolko, A. A. Pokrovsky, V. N. Denisjav, O. S. Tchubaryan, U. V. Grigriev. Development of the course during the last ten years.

Importance and goals of the course. Its connection with social courses, which are studied in high professional library school.

Section 1: Library stocks as a system

Theme 1: Library stock as a subsystem of the system "library".

Evolution of ideas about the role of library stock in the system "library". Identification of the library stock and the library itself as a whole, positive and negative moments of this conception. Appearance of the term "library stock", its progressive role in development of ideas about the library and its structure.

Interrelations between "library stock" and subsystems "contingent of users", "library staff", "material and technical basis". Interrelations between "library stock" and the systems of library catalogues and card indexes.

Outward and inward system library stock's social functions.

Factors of outward an inward social environment, which have an influence on the fulfilment of library stock's functions.

Theme 2: Main components of "library stock" as a system.

General ideas about main components of library stock as a system - elements, connections, structure. (Importance of these components for the building of library stock. The concept "document". Beginning of the document, variety of its forms, connection with the concept "publication", perspectives of development. Document as a library stock forming element.

Connections of library stock. Genetic connections. Connections of development and transformation. Outward and inward system connections of the library stock.

Connections of building and their importance for the forming library stocks' structure.

Foundations of construction library stock's structure: connections between documents, contents and form of document, channel of perception, methods of recording and transmission of information. "Human-readable" and "machine-readable" library stocks. Library stocks of non-printed, printed, reproduced, audiovisual documents. Regularity of publications, purpose material basis, language, state and author belonging, age and other indications of document as bases for constructing library stock's structure.

Foundations of construction library stock's structure: connections with other subsystems of the library, the library as a whole, other libraries. Structuring of the library stocks according to the indications of users (their age, activities in utilisation of library stocks, etc) and library as a whole (its structure, purpose, etc).

Levels of library stock's hierarchy: unified stocks, complex of stocks, separate stocks, substocks, section of substocks, a group of documents in substocks and others. Scale of structure hierarchy. Unified library stocks of the U.S.S.R., its up to date conditions and perspectives of development.

Seminar. The future of library stocks.

Laboratory work. The structure of library stocks

Seminar. The structure forming indications of library stocks.

Practical work. Composing a scheme "Library stocks' structure of the library system".

Theme 3: Library stock as a scientific conception.

General propositions concerning library stock's characteristics.

Indications of library stock: presence of documents, their plurality, regularity, destination for users, utilisation. Collection composition as the sum total of the library stock's specific indications.

Library stock's properties. Library stock as an integrity, open, informative, dynamic-static, managed system.

Safety as the main property of the library stock.

Parameters as measurable properties of the library stock.

Definition of the conception "library stock". "Librarystockship" as a science, its subject and component parts, evolution of scientific ideas.

Seminar. Characteristics of the library stock.

Practical work. Exposing of the library stock's indications and properties.

Theme 4: Library stock as a part of the U.S.S.R. documental stocks' system.
General characteristics of the communication system. Interrelations between Unified library stocks and private, co-operative libraries. Library stocks as a part of the State information system. Correlation of library and reference information stocks. Interaction of library and State Archives and other archive stocks. Library and other various document stocks.

Practical work. To compare library stock with reference-information one.
Control work. Library stock as a system

Section II. The Library stock building theory.

Theme 5: Initial propositions of the library stock building theory
Conception "Library stock building". Importance of building library stock for the library optimal functioning. Tasks of building stock according to the "Conception of developing of librarianship in the U.S.S.R.".
Main point and goals of building library stock. The law of conformity. Common, special and individual in subject users' interests as the theoretical basis of the building library stock.
Motive power of building library stock. Content of the building library stock.

Theme 6: Principles of building library stocks.
Selection as a main principle of building library stock. Necessity of keeping U.S.S.R. laws about the press and the mass communication, the librarianship and others, which regulate users' access to the information is the important principle of building library stock.
"Glasnost" and socialist pluralism as the ideological principles of building library stock, which are based on the laws of document using.
Specialisation-coordination of the library stock, dialectical correlation of two sides of this principle. Specialisation and coordination in building library stock with due regard for common, special and individual and in users interests. Systematic and planned character of building library stock.

Seminar. The main point of socialist pluralism as the building library stock principle.

Theme 7: The selection theory
Working out the selection theory in native and foreign librarianship. The heart of the selection. Factors affecting selection. Primary and secondary selection; secondary selection display in every process of building library collection.
The library stock renewal as a result of the primary and the secondary selection balance.
The conception "selection" and the conception "building library stock" correlation. The selection criteria, their specieses (?). The document value as a social criteria of the selection quality.
The informativeness, actuality, novelty, trustworthiness, and other items of value.
Value as a result of document estimation. Formal and heuristic methods of document estimation.
Minimum labour and time expenditures as Selection efficiency criterion.
Particular criteria of selection.
Stock completeness as a result of selection. Discussion on stock completeness in native and foreign library-stockship, contemporary conception of stock completeness.
Degrees and other characteristics of completeness. Surplus of library stock, its positive and negative sides. Conception of balanced acquisitions, limits of its application. Stock nucleus of different libraries, its composition, figures, circulation renewal.
Library stock sphere, its correlation with stock nucleus. Stock nucleus and sphere role in securing of library stock completeness.

Seminar. The problem of library stock completeness.

Theme 8: Interaction of library stocks
Importance of library stocks interaction. Preconditions of interaction. Levels of interaction.
Library stock building coordination. Objects of coordination. Semantic and formal

indications of coordination. Scale of coordination. Methods of coordination realisation. Cooperation of libraries in building library stock as higher theme(?) coordination level of interaction. Features of cooperative forms. Centralisation as the highest level of interaction in building library stock.

Theme 9: Unified library stock of the U.S.S.R.
Unified library stock of the U.S.S.R., its role in integrating all forms of interaction in building library stocks. Perspectives of the Union library stock development according to the "Conception of librarianship development" till 2005 year. Normative acts guarantees of ideological and political unity of the Union library stock.
Organisation preconditions of Union library stock functioning. Centralising and decentralising combination in its building. Scale of library stock joining in union system. Availability of the union library stock.
In home and international book exchange as the forms of Union library stock functioning. Stocks for exchange, special points of their building. Equivalents of exchange.
Deposit stocks, the goals of their building, specific of organisation. Arrangement and functions of deposit libraries of different levels. Methods of book selection for deposit libraries.

Practical work. The place of the definite library in the Union library stock.

Section III. Building library stock technology

Theme 10: Building library stock as a technological cycle
General characteristic of the building library stock technological cycle structure. Modelling, acquisitions, registration, processing, location, shelving, delivery, storage and analysis of information as building library stock technological cycle processes. The importance of these processes rational organisation, coordination, balancing for the cycle optimal organisation. Advantages of building stock technological cycle automation. Part and complete automation of the technological cycle processes. Changing correlation of routine, logical and intellectual operation of during automation of technological cycle. Perspectives of the automatic technology development in informated society. Demands of the main technological processes optimisation.

Theme 11: Modelling of library stock.
General demands of modelling. Concession and indications of model. Classes of models. Native librarians contribution to working and of library stock models. Consistency of drawing up library stock models.
The descriptive model of library stock, its components. The mathematical models of library stock. General and particular methods of the main library stock indices calculation. Bibliographical library stock models. The structural library stock model, its components, the rules of their filling.
Construction of library stock models on a computer. Summary (coordinated) models of the building library stocks.

Seminar. Kinds of library stock models.
Laboratory work. Construction of library stock model according to given parameters.
Practical work. Calculating stock figures and other library stock parameters.

Theme 12: Library stock acquisition
Conception "library stock acquisition". Tasks of acquisition and its role in organisation of other library stock building and use processes, library work as a whole. Evolution of opinions about the library stock acquisition.
Library stock acquisition as a two-side process. Consistency of acquisition's stages.
The first stage: the analysis of document flow. Bibliographic tools as a help in current acquisition. The second stage: the primary selection. Methods of the documents semantic analysis. Indications of the document's value. The rules of documents selection in and out of the library stock. The third stage: the order of documents: sources, ways, forms of document supply. The fourth stage: taking in acquisitions.

Laboratory work. Connections (between) the library and the library supply agency.
Practical work. The advanced order of documents (by the manual and the rider-card method).

Theme 13: The library stock registration and processing

The library stock registration, importance, functions, demands of its organisation.
Integrated (summary) and differentiated (individual) registration of the library stock.
Secondary registration, or stock checking. Functions and methods of stock checking.
Processing of documents, consistency of its conducting. Technical and scientific processing.
Perspectives of automated processing of library stock documents.
Technological demands of the acquisition and processing department premises.

Laboratory work. The library stock registration.
Practical work. The library stock processing.

Theme 14: Location and delivery of the library stock documents.

Conception of "location of library stock". Tasks of the library stock location. Demands of the library stock location. Influence of the library building architecture and planning, library processes mechanisation and automation extent and technological flows features of organisation on the library stock location.
Location methods: horizontal, vertical, compound and their variants. Advantages of library premises flexible planning for library stock location. Features of library stock location. Free access to shelves features of library stock location in different types and kinds of libraries.
Library stock location in the stock of magazine type. The method of stock capacity increasing.
Library stock shelving, its importance and tasks. General characteristics of shelvings.
History of different shelvings use in pre-revolutionary Russia and in U.S.S.R.. Shelvings classification. Demands of shelvings.
Semantic shelvings: classified, thematic subject. Characteristic and features of their using in the libraries.
Formal shelvings: alphabetical, by dates, by size, geographical numerical, linguistic.
Combinations of shelvings: goals, advantages, limits of using.
Delivery of documents. Demands of delivery. Planning of library premises, stock location, organisation of communications, library transport and other factors, which influence on delivery operativeness.
Automated means of delivery. Perspective lines of working out means of information searching and delivery.

Seminar. Library stock location
Laboratory work. Library stock shelving. Lettering of documents.
Practical work. Calculation of the document delivery means capacity for the concrete library users.

Theme 15: Conservation of library stock

Importance of the library stock conservation. Problems of conservation and using history and cultural memorials in the Constitution of the U.S.S.R.. Legislative acts of the Soviet Union and republics concerning library stock conservation. Demands of library stock conservation in "The Statute of the librarianship in the U.S.S.R." (1984).
Factors of the library stock's conservation. Social factor. Social protection of library stock.
Cultivation of the careful attitude to library stock document.
The legal defence. Library stock security.
Technological features of the library stock protection. Conservation conditions. Light, temperature and humid conditions. Ecological factor of the library stock protection.
Mechanical protection of library stock. Protective covers, preservation, repair and restoration of documents. Fire-prevention measures. Main causes of fires in library stocks, precautions and extinguishing a fire.
Biological factor. Sanitary protection of library stock. Moulds, insects, rodents as pests of document material base, means of protection.

Laboratory work. Social factor of the library stock protection.

Practical work. Determining of library stock temperature and humid preservation conditions.
Control work. Free access to shelves library stock location.

Section IV. Library stock management

Theme 16: The structure of management
The subject and the object of the library stock management. The managing and the managed subsystems. Their connections managing library stock as the aggregate of guidance and technological managing of the library stock.
Connections in the library stock managing system. The information role in library stock management. Verse and inverse connections of library stock with the surroundings and the managing subject.
Features of ascending (informing) and descending (administrative) information.

Laboratory work. The library stock management structure.

Theme 17: Information supply of the library stock management
Importance of the information supply of library stock building. The study of the users composition, interests and needs.
The study of the library stock using. Methods of the direct address to users. Methods of indirect study. The conception and classification of users' requirements. The conception and classification of refusals. The study of refusals. Reasons of refusals and methods of their elimination.
The study of library stock composition. The succession of the library stock study. Methods of the everyday library stock study. Special methods of study - statistical and bibliographical. Methods criteria of quality and effectiveness of the library stock building. General demands to criteria. The monocriterial approach to library stock building, its advantages over polycriterial estimation. The necessary and sufficient number of different level and kind criteria. The criteria measurement.
The safety of the library stock as the criterion of the library stock building quality. The completeness of requirement satisfaction and the operativeness of documents delivery as components of the safety.
The effectiveness criterion of active library stock building.
The effectiveness criterion of passive library stock building.
Particular criteria of the library stock building.

Seminar. Of library stock building.
Practical work. Statistical study of library stock building.

Theme 18: Functions of library stock management
Planning of the library stock development. Prognosing: distance and accuracy of prognosis. Difference between a prognosis and the plan. Calculation of library stock building plan indexes.
Organisation of the library stock management. Importance and contents of organisation. Regulation of library stock building processes. Technologically static, translational, translationally recurrent and recurrent measures of influence on library stock building processes succession.
Coordination and subordination of librarians actions. Managing influence.
Importance of registration in library stock management. Difference between stock registration and registration of librarians work. The account as a result of registration.
Control as a management function. Objects of control in library stock management.
Activities analysis of library stock management, object and subject activities as the final function of management. Using of the analysis results for acceptance of library stock management decision.
Correlation of management functions.

Practical work. Working out a plan of the library stock development.

Theme 19: Library stock management subject

Librarian role in the library stock management. General professional qualities of the library stock librarian. Desirable and compulsory professional requirements to library stock librarians. Particular requirements. Positive and negative factors of the specialisation in the library stock building. Contradictories for the work of as a library stock librarian. Library stock librarians duties and qualification characteristic. Work conditions of the library stock building specialist. Library stock hygiene.

Seminar. The professional qualities of the library stock librarian.
Practical work. Work conditions characteristic of the concrete library stock librarian.

CONCLUSION

Main total of the library stock science development. Intensification of the United library stock of the USST building as the strategic line of its development. Perspectives of the library stock building technology changes.
Control work. Library stock management as a scientific problem.

A.2.1.2 Library catalogs

Compilers: Moscow State Institute of Culture; Leningrad State Institute of Culture; Oryol Branch of Moscow State Institute of Culture; Chairs of Library Collections
Assistant professor G. Chizhkova (Moscow)
Assistant professor R. Grinin (Leningrad)
Assistant professor V. Polyakov (Oryol)
Assistant professor L. Sazonova (Moscow)

Explanatory note

"Library catalogues" is one of the main special courses. It is an obligatory course for all the students of library departments, of all forms of education.

The importance of this course is defined by the role that library catalogues play, as the most important part of the reference guide in our libraries.

Without catalogues in any forms (card, printed, automated and so on) it is impossible to expose the structure and contents of modern library stock and to orientate oneself in the united library stocks of the country.

The goals of the study course are to give the students the necessary theoretical knowledge and initial practical skills for the work with catalogues in the different spheres of library work, including such skills as compiling the bibliographical entry, systematisation and subject cataloguing of the documents. Without the understanding of the principles and methods of cataloguing, no process of the professional work with the book and other kinds of the documents is possible. Courses of general and special bibliography are based on the course "Library catalogues". This course is also the basis for the study of information-retrieval languages and systems.

While compiling the syllabus the latest achievements in cataloguing research and the advanced methods of work with catalogues in the libraries have been taken into consideration, the fundamental study of the material has also been provided.

Theoretical and general methodological themes are interpreted on the lectures and developed during the seminars. Instruction on the compiling bibliographical entry, systematisation, subject cataloguing of the documents and organisation of catalogues is carried out during the practical and laboratory works. Forms of these works can be different: side by side with the direct work with the books and other documents can be applied the training with the help of teaching machines and so on.

Business games can also be worked out on some subjects.

In order to check up the students' skills in compiling bibliographical entry and in systematisation, auditorial control works are also provided. The modes of their realisation can be different.

The themes of the laboratory and control works are not obligatory. On different forms of education they can be modified in different academic years.

After the second term the students pass the test in parts I-III of the syllabus presented.

In the end of the course the students pass the exam. At the exam the students must show their understanding of the fundamental theoretical tenets of cataloguing and the leading principles of methodology. The students should be able to work with catalogues in the libraries of different kinds and types. However in order to prepare a classifier or a subject cataloguer for universal or special scientific libraries the main course must be amplified with the system of specialisation courses.

Library Catalogs
Approximate topical plan for full time tuition

No	Titles of parts and Topics	Amount of study hours				
		Total Amount	Lectures	Seminars	Lab. Work	Practical
	Introduction					
	Part I					
	Theoretical basis of the creation of Library Catalogues					
1	Library catalogues: premises of their origin, their meaning, their functions	1	1			
2	Kinds and forms of library catalogues	1	1			
3	Basic principles of creation of library catalogues in the soviet libraries the requirements they have to correspond	1	1			
4	Science of the library catalogues as theoretical grounds of their creation	1	1			
	Part II					
	Bibliographical entry of the documents					
5	Theoretical grounds of bibliographical entry	2	2			
6	Development of the theory and methods of bibliographical entry	4	2	2		
7	General methods of compiling of the bibliographical entry					
8	Particular methods of compiling the bibliographical entry 3 control works	34	2	–	22	4
	Part III					
	Catalogues with the formal regulation of bibliographical records					
9	Alphabetic catalogue, its organisation, maintenance, redaction	3	1	–	2	
10	Numerical, geographical, chronological catalogues	1	1			

Library Catalogs
Approximate topical plan for full time tuition

No	Titles of parts and Topics	Amount of study hours				
		Total Amount	Lectures	Seminars	Lab. Work	Practical
	Part IV **Classification of documents.** **Classified catalogue** **1. Theoretical grounds of the classification of the documents**					
11	General notion of the classification of the documents	2	2			
12	Classification of the documents according to the branches of science: special classification	4	2			2
	2. History and the modern state of systematic classifications in the USSR and abroad					
13	General stages and directions of the development of systematic classifications in 19th & 20th centuries	2	2			
14	Soviet classification scheme (bibliothecal-bibliographical classification)	4	2	2		
15	Universal Decimal Classification in the USSR	2	2			
16	Special classification systems, applied in the USSR	2				2
	3. Systematisation of the documents and the classified catalogue					
17	General methods of systematisation	4	2	2		
18	Particular methods of systematisation 2 control works	18	14			
19	Classified catalogue, its organisation, maintenance, redaction	6	2		2	

Library Catalogs
Approximate topical plan for full time tuition

No	Titles of parts and Topics	Total Amount	Amount of study hours Lectures	Seminars	Lab. Work	Practical
	Part V **Subject indexing of documents, subject catalogue**					
20	Theoretical grounds of subject indexing	4	2	2		
21	History of subject indexing and subject catalogue					
22	General methods of subject indexing	4	2		2	
23	Particular methods of subject indexing	2			2	
24	Subject catalogue, its organisation, maintenance and redaction	4	2		2	
	Part VI **System of catalogues**					
25	Theoretical and methodological grounds of the catalogue system in the soviet library	2	2			
26	Peculiarities of the catalogue system of the Central Library Service	2		2		
27	Popularisation and application of catalogue system. Quality of catalogues and effectiveness of their utilisation	4	2		2	
28	Union catalogues as systematic organisation	2	2			
29	Automated (computer) catalogues. Peculiarities of their compiling and utilisation	2	2			
	Total amount of study hours [1]	122	44	8	60	10

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A.2.1.3 Administration in Librarianship

Compilers: The Moscow State Institute of Culture, Chair of Librarianship
S. P. Petrikina, assistant professor
I. M. Suslova, assistant professor

The Leningrad State Institute of Culture, Chair of Librarianship
A. N. Vaneyev, professor
V. G. Gorev, senior lecturer
G. S. Shadrina, assistant professor

Explanatory Note

"Administration in librarianship" is a discipline, the learning of which finishes the profiled preparation of a future librarian. The problems of administration in libraries are now particularly actual in connection with the cardinal reforming of administration in economics of the country.

"Administration in librarianship" is a comparatively young discipline. The process of its forming and development is still continuing. But it is already gained the systematic character and the integrity and it can satisfy the needs of the library practice including further perfection of methods and organisational forms of impact at the libraries' and library associations' activities.

The task of the course is to give future librarians the knowledge of scientific fundamentals of administration in librarianship, of management in libraries; to teach them the methods of analysis, planning, control, accounting; to acquire the skills of scientific organisation of library work for raising the level of the effectiveness and quality of library labour; to get acquainted with the finances and the economic aspects of the library activities; to show the perspectives of librarianship, possibilities of using automatisation and mechanisation for perfection of the systems of administration.

Administration in Librarianship
Approximate plan of themes (curriculum)

No	Sections and Themes	Total Study Hours	Amount of study hours			
			Lectures	Seminars	Lab. Work	Practical
	Introduction: Methodological fundamentals of administration in librarianship	4	4			
	Section I. The organisation of administration in librarianship					
1	The system of administration in librarianship	4	2	2		
2	Administration in a library	8	2	2	2	2
3	The organisation of library labour	8	2	2	2	2
4	Library statistics. Control and accounting	8	2		4	2
5	Library premises and equipment	8	2		2	4
	Section II. Methodical management in librarianship					
6	The system of methodical management in librarianship	8	4	4		
7	The directions and the forms of methodical work in libraries. Test	8	2		4	2
	Section III. The fundamentals of organisation of the unified library system					
8	The planned organisation of librarianship	2	2			
9	The library integration	12	4		4	4
	Section IV. The Planning and prognoses in librarianship					
10	The planning in librarianship	10	2	4	2	2
11	The planning of work in a library	8	2		4	2
12	Prognoses in librarianship	8	2	2	2	

Administration in Librarianship
Approximate plan of themes (curriculum)

No	Sections and Themes	Total Study Hours	Amount of study hours			
			Lectures	Seminars	Lab. Work	Practical
	Section V. The library economics					
13	The library economics in system of sciences	2	2			
14	Library financing	6	2	2	2	
15	Library personnel	2	2			
16	Economical methods of library administration	6	2	2		2
	Total [1]	110	40	24	28	18

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A.2.1.3 The History of Librarianship in the U.S.S.R and Abroad

Compilers: Moscow State Institute of Culture, the Chair of Librarianship, Professor K. Abramov, Professor O. Talalakina

History of Librarianship in the USSR and abroad
Approximate plan of themes (curriculum)

No	Sections and Themes	Amount of study hours	
		Lectures	Seminars
	Introduction	1	–
	Part 1. The History of Librarianship in the USSR **Section I** **The History of librarianship from ancient time till the Great October Socialist Revolution**		
1	The libraries of early feudal States in the Caucasus, Middle Asia, Kiev Russia	2	–
2	The Russian libraries in the XIV – XVII centuries	2	–
3	The libraries of Russia in the XVIII century	2	–
4	Librarianship in Russia in the first half of the XIX century	3	–
5	Librarianship in Russia in the second half of the XIX century	3	2
6	Russian librarianship from the end of the XIX to the beginning of the XX century	3	2
	Section II **Librarianship in the USSR after the Great October Socialist Revolution**		
7	Librarianship in the first years of the Soviet Power (1917 – 1920) Test	3	4
8	Librarianship in the years of restoration of the national economy and of socialist industrialisation (1921 – 1929)	4	–
9	Librarianship in the years of building the foundation of socialism (1929 – 1941)	2	2
10	Librarianship in the years of the Great Patriotic War (1941 – 1945)	2	–
11	Librarianship in the USSR in the post-war period (1945 – 1959) Test	3	–
12	Librarianship in the USSR in the years of further building socialism (1959 – 1974)	4	–

History of Librarianship in the USSR and abroad
Approximate plan of themes (curriculum)

No	Sections and Themes	Amount of study hours	
		Lectures	Seminars
13	Librarianship in the USSR today (1974 – 1987)	2	2
	Part 2 The History of Librarianship abroad		
	Section III **Librarianship in foreign countries from ancient time till 1917**		
14	Libraries in the ancient world	1	–
15	Libraries in the Middle Ages and in the period of Renaissance	2	–
16	Librarianship in the first period of the New History (1640 – 1871)	3	–
17	Librarianship in the second period of the New History (1871 – 1917)	3	–
	Section IV **Librarianship in the foreign countries in the period of the Newest History**		
18	The influence of the Great October Socialist Revolution on world librarianship	1	–
19	Librarianship in foreign countries between two world wars (1914 – 1939)	2	–
20	Libraries in the foreign countries during World War II (1939 – 1945)	2	–
21	Librarianship in foreign countries in 1945 – 1980	4	–
22	The present situation in librarianship abroad — a comparative study Test	6	4
23	International librarianship today Test	2	2

A.2.2 Bibliographies

A.2.2.1 Bibliographic Work in a Library: Organisation and Methods

Compilers: Moscow State Institute of Culture, the Chair of General Bibliography
Professor D. Ya. Kogotkov
Scientific Editor: Professor O. P. Korshunov

Contents of the course

Introduction
Subject, tasks and structure of the course. The place of the course in the system of the professional training of students. The connection with library bibliographic courses, library science and information science. The practical orientation of the course. The forms of study of the course.

Section II: General questions of organisation of bibliographic labour in a library.

Theme 1: Organisational and functional structure of bibliographic structure of bibliographic service in different kinds of library.
The main trends of the bibliographic activities and the principles of its organisation. The bibliographic processes as the "passing through" function of the library. The complication of the bibliographic processes in libraries. The up-to-date demands to the organisation of the bibliographic labour.
The bibliographic service of a library. The dependence of its organisational and functional structure from the tasks of a library, its type, the place of the library in the library network of the region (branch), its size and contents of the bibliographic processes and other factors.
The organisational and functional structure of the bibliographic service of Centralised Library Systems (CLS), its dependence from the number of subdivisions and the number of the bibliographic staff.
The organisational and functional structure of the bibliographic service in a regional (republican) library. The merits and short-comings of the decentralised bibliographic service in the regional library.
The bibliographic service in special scientific and technical libraries. The organisation of bibliographic activity in the libraries which don't have the bibliographic subdivision.
Seminar: the main trends in bibliographic activities and their organisation in different kinds of libraries.

Theme 2: Main functions of the bibliographic subdivision of the library.
The bibliographic department as the main link of the bibliographic service of the library. Its tasks, structure and functions.
The variety of the functions of the bibliographic department in the regional library. Its structure. The role of the department in the creation of Reference Bibliographic Apparatus (RBA), reference bibliographic service, bibliographic informing and the creation of bibliographic tools. The Coordinational and methodological functions of the department. The cooperation between CLS and libraries which belong to other branches and non-bibliographic departments of libraries. The distribution of the duties between the employees of the department. The branch and functional specialisation.
The bibliographic subdivision of CLS, its tasks and functions. The leading role of the bibliographic subdivision in main bibliographic processes. The different kinds of structure of the bibliographic subdivision of CLS. The distribution of the duties between the employees. The opportunities of the specialisation of the bibliographic staff in CLS.
The specific features in the work of the bibliographic department of special and research and technical libraries. The bibliographic provision of research and technological tasks is the most important function of the library in the higher school. Its specific functions and tasks.
The significance of the regulating documents in the organisation of the bibliographic activity in the different kinds of libraries.
Seminar. The functions of the bibliographic department in the different kinds of libraries.

Theme 3: Bibliographic functions of non-bibliographic subdivisions of a library.
The implementation of the bibliographic processes by the other departments of the library as the combination of the principles of centralisation and decentralisation of bibliographic work. The dependence of the organisation, content, amount of bibliographic work from the type of the organisational structure of a library, and the main functions of the department of a library.
The bibliographic processes in the acquisition and processing department. The creation of the catalogues as the bibliographic process.
The participation of the service departments in the conducting of RBA, reference bibliographic work and other bibliographic processes.
The bibliographic activity of the branch, complex and other departments of the regional library.
The participation of the structural subdivisions of RBA in bibliographic labour.
The reflection of the bibliographic processes in the regulating documents of the departments of a library.

Theme 4: The users of the bibliographic information and their informational needs.
The general conceptions of the informational needs of the man. The complex character of these needs, their classification. Objective and subjective features of informational needs. The mechanism of their appearance. "Basic" and "information using" activity of the man. The knowledge of the informational needs of the man. The techniques of studying of the informational needs. The choice of techniques which depends upon the object of the analysis. The merits and shortcomings of different techniques.
The classification of the readers as real and potential users of bibliographic information. The different bases for the classification. The spheres of the professional activity and the occupied post (?) as the most substantial signs of the classification. The account of the other social demographic characteristics.
The main users of the bibliographic information.
The administrative staff at all levels and the thematic range of its informational needs. The specific features of the informational needs of the administrative staff of the state and private enterprises, organisations and establishments.
The specialists in different branches of national economy, science, culture are the most active categories of the users of the bibliographic information. The influence of the speciality and the character of the labour at the content of the informational needs of this group of population.
The scientists, engineers and equated to them specialist of productive and non-productive spheres. The specific features of their informational needs.
The workers and farmers as the users of the bibliographic information. The inventors and rationalisers and the foremost people in industry are the most active part of the users.
The students of higher and secondary special educational institutions, the students of high and professional schools, the specific of their informational needs.
Seminar: Informational needs and the techniques of their study.

Section II: Reference Bibliographic Apparatus (RBA) of a Library

Theme 5: General questions of the organisation of the RBA of a library.
The reference bibliographic apparatus of a library is the main base of the bibliographic activity. The general demands to the RBA.
The structure of RBA: reference bibliographic stock, catalogues, card indexes. The dependence of the structure and the size of RBA on the type of the library, specific features of the served region, branch, enterprise and contingent of the readers. The unity of principles and methodological solutions in the complecting of all parts of the RBA. Their interconnection and techniques of its realisation. The correlation between the RBA of the bibliographic department of the regional library and the RBA of the branch and complex departments. The specific features of RBA of CLS. The unity and differences in the structures of the RBA, which belongs to the central library and its branches. General conceptions of specific features of RBA in research and technical libraries.

Theme 6: Reference Bibliographic Stock (RBS) of a Library

The functional purpose and structure of RBS of different types of libraries. Principles and sources of its acquisition. The fundamental and directive materials. The universal encyclopaedias and editions of encyclopaedic character.

The reference books, their classification by purpose and content. The dictionaries as the special group of reference editions. The types of dictionaries. Other kinds of reference editions (guide books, address books and so on).

The bibliographic tools as an important part of informational resources of a library. The universality of content and the purpose range as the specific features of the resource of general bibliography.

The current bibliography. The system of State bibliographic indices. The main trends of its differentiation. The State bibliographic indices of All-Union Book Chamber and book chambers of Union and autonomous republics. The system of current bibliographic indices of special types of literature and scientific and technical documentation. Their general characteristics, purpose and features.

Current and retrospective bibliographic bibliography of the U.S.S.R. State Editorial Committee and state editorial committee of union republics. All-Union Book, All-Union Press. The Bulletins of the new acquisitions.

The retrospective sources of general bibliography. Their methodical features, connection with the sources of the state bibliography. The indices of Russian books and pedagogical editions. The indices of Russian books and pedagogical editions. The indices of the national editorial production of union and autonomous republics. The Union catalogue of ancient book collections. The repertoire sources of illegal and prohibited editions, satirical periodic editions and other types of editorial production.

The sources of research assisting bibliography. Signal abstract and review level system of current bibliographic information in the spheres of science, industry and culture and their general characteristics.

The system of bibliographic editions of AISTI, ISISS branch institutes of information and research libraries which cover all branches of knowledge. The bibliographic sources of Informcenter of Culture and Art (Informculture). Tape recorded current bibliographic sources and possibilities to use them in libraries.

The system of recommendatory bibliographic literature and its features. Universal and complex multipurpose literature. The recommendatory indices of local lore and foreign countries studies.

The annotated printed card as the universal source of current bibliographic information about new books.

The indices of bibliographic literature. The current bibliographic indices of printed bibliographic production. Annual edition of ABC "The Bibliography of the Soviet bibliography". The system of bibliographic indices which concerns unpublished bibliographic materials, composed by the libraries and organs of the country .

The main universal retrospective indices of bibliographic literature and their purpose. The stock of ready references. The thematic references as the variant of bibliographic tools. The sources of acquisition. The order of drawing up, organisation and storing. The conditions of storing.

Laboratory and practical works. The editions of general bibliography as the source of the solution of tasks of the bibliographic research. The sources of recommendatory bibliography as the means of the conducting of reading.

Control works: The analysis of universal current bibliographic literature.

Theme 7: The system of catalogues and card indexes in a library. (SCIA)

The catalogues and card indexes as the source of bibliographic information. The differences between them. The types of catalogues and their purposes. The connection between catalogues and card indexes.

The systematic card index of articles, its purpose. The methods of its composing and processing. The passport of the card index and its content. The sources of acquisition.

The structure of SCIA. The organisation of the massive of cards in card index both principal and inside the division. Alphabetic subject index (ASI) as the means of interfacing the card index with the systematic catalogue.

The SCIA in centralised librarian systems, facultativity of its waging in the branch libraries. The specific features of SCIA in special scientific and technical libraries. The main reference card index. Its difference from SCIA of the universal libraries.

The purpose of the thematic and special card indexes. The thematic card index concerning the actual problems of contemporaneity, their temporal character. The permanent long term thematic card indexes. The filling of thematic card indexes. The order of the organisation of the massive of cards in card indexes.

Special card indexes. The difference in approaches to the referring of card indexes to this group. The card index of reviews, the card index of the titles of fiction books. The card index of personnel. Their methodical features.

The factual card indexes and their purpose. The structure of factual card indexes in different types of libraries.

Practical work: The creation of thematic card indexes.

Seminar: Reference bibliographic apparatus of a library.

Section III: The organisation and methods of bibliography and bibliographic service in a library

Theme 8: Organisation and methods of bibliography

The bibliographing of literature at the different stages of the library work. The composing of the bibliographic tools is the most important trend in the activity of libraries in bibliographing of literature. The dependence of the amount of this work from the status of library. The correlation between general and particular techniques of composing bibliographic literature.

The preparatory stage of composing bibliographic tools. The choosing of the theme of the bibliographic tools and its grounds. The factors which determine the choice of the theme. The preliminary investigation of the theme and its bibliographic supplement.

The composing of the prospect of a bibliographic tool, its purpose and content.

The features of preparatory stage of composing current bibliographic tool. The revealing of the documents as the first synthesising operation before the analytical stage of the bibliographing. The methods of making documents. The sources of revealing of the documents. The waging (?) of the working card index.

The new acquisitions to the library are the basis of creation of the current indices.

The main stage in the composing of the bibliographic tools. Analytic and synthetic sub-stages. General bibliographic analysis of the document. Its purpose and content. The sources and methodology of bibliographic analysis.

The bibliographic description is the main route to characterise documents. The demands to the bibliographic description GOST 7.1-84 (State Standard) "Bibliographic description of the documents". The annotation as one of the ways to characterise documents in recommending and scientific assisting bibliographic literature. The classification of annotations. Reference and recommendatory annotations. The features of the methods of making annotations of different types.

The general conceptions of methods of reviewing documents. The formalised techniques of making essays. The composing of bibliographic notes as the final result of analytic stage of bibliography. The variety of structure of bibliographic recording. The purposes and main operations of the substage of synthesis of composing the bibliographic literature. Limiting (formal and contained) selection. The combining of limiting and quality criteria of selection in bibliographic literature. The choosing of the literature in the process of its revealing using already mentioned criteria.

The grouping of the bibliographic records. The purposes of grouping. The different kinds of grouping. Their modifications. The elementary and complicated techniques of grouping. The using of classification tables and educational programs for grouping of bibliographic records.

The conclusive stage of composing of the bibliographic records. The composing of the inquiry apparatus of records. The assisting indices their purpose and correlation with the main part of bibliographic tools. The types of assisting indices. The technique of composing assisting indices, which contain formal features of the documents. Dictionary assisting indices, their specific features.

The preface, its structure and content. The introductory articles to the bibliographic tools or to its separate sections. The appendices to the bibliographic tools and their purposes.

The scientific, literary and bibliographic editing of literature. The design operations before printing.

The demands to the title-page, table of contents and other elements of the bibliographic

tool.
The specific features of composing the bibliographic tools using the means of automation. The automatised documental graphical information searching system (ADISS) as bibliographic systems. The possibilities of formalisation of separate processes of composing a bibliographic tool. The demands to the pre- computer processing. The conception of the pre-computer format of bibliographic records. The completeness of the reflection of information about the documents in the format list.
The general conceptions of the technology of preparation of the current bibliographic indices. The creation and storage of data base of the documents. The preparation of the current bibliographic indices in integral ADISS to the publication as one of the working regimes.
Laboratory and practical works: The methods of selection and grouping of the material in bibliographic literature.
Control work: The composing of recommendatory bibliographic literature.

Theme 9: Organisation and methods of bibliographic information.
The bibliographic service is the most important allotted work of the library. The purposes, character, scales and structure of bibliographic service in different kinds of libraries. The types of service. The place of CLS in the system of bibliographic service.
The essence of bibliographic informating. The contingent of subscribers in the different types of libraries. The determination of priority groups of users in universal technical libraries, CLS, scientific and technical libraries. The technology of differentiated bibliographic informating. The organisation of card indexes of service subscribers and requested themes. The sources of finding of the documents according to the subscriber's requests. The methods of informating subscribers.
The circle post as the kind of differentiated bibliographic informating. Other forms of differentiated bibliographic informing. The system of SDI as the most effective form of differentiated bibliographic informating. The demands to the system SDI. The technology and methods of bibliographic informating.
The evaluation of effectiveness of differentiated forms of bibliographic informing. The mass forms of informating as the mean of literature propaganda. The bulletins (lists) of new incomes to the library.
The main demands to the publishing of bulletins. The specific features of bulletins of the new incomes to the library.
The main demands to the publishing of bulletins. The specific features of bulletins of the new incomes to the CLS.
The using of mass media (press, radio, TV) for informing about the newly come literature. The conditions which enhances the influence of informating through this channels.
"The day of information" in different types of libraries. The bibliographic tools at the "days of information".
"The day of a specialist" as the complex form of informing. The main demands to the preparation of "the day of a specialist". The influence of bibliographic reviews at "the days of specialists".
The coordination and cooperation of the library work in different departments of the region by bibliographic information.
Laboratory work. The methodology of discovery of documents through the sources of bibliographic information.

Theme 10: Organisation and methods of reference bibliographic service.
The purposes and tasks of reference bibliographic service. The contents and character of inquiries. The bibliographic and factual inquiries. The classification of inquiries and references. The demands on the bibliographer.
The essence of thematic inquiries, their character and contents.
The main stages of making references. The receipt of inquiries. The more exact definition of the theme, its aspects, purpose, chronological depth of search and other important data as the condition of high quality reference making.
The determination of the sources of bibliographic search, and the order of their review. Algorithmisation of the search. The discovery of the new documents, their final choice. The dependence of completeness and accuracy of the search from the category of customers and the aims of their inquiries. The designation of thematic reference, sending of

information to the coordinational centre. Methodological consultations, their contents. The methods of making definition (?) references.
The essence of definition inquiries, the reasons of their appearance. The most typical distortions in the reader's inquiries.
The reception of inquiries. The significance of different data of documents, which contains in the inquiry. The kinds of search. The variety of search methods. The heuristic elements of search. The sources of search. The designation of references.
The essence of address-bibliographic and factual inquiries. The interconnection between address-bibliographic inquiry and definition inquiry. The methods of making address-bibliographic references. The main sources of making address-bibliographic references. The significance of summary catalogues, bulletins of new incomes and reference books about libraries. The results of the search and making the reference.
The factual inquiries and variety of their contents. The sources and main procedures of the search of factual data.
The analysis of the references as the condition of improvement of inquiry- bibliographic labour.
Laboratory work: Methods of making thematic, address-bibliographic and factographic references.
Seminar: The bibliographic service of the library readers. Forms and methods.
Control work: The making of references of different types.

Theme 11: Recommending-bibliographic activity of the library
The main trends of recommending-bibliographic activity in different kinds of library. The using of recommending literature in forming, exposing and propaganda of the fund; improvement of separate parts of TBA; in public activity of the library.
The significance of methods of recommending bibliography in the work with readers. The using of recommending literature in the guiding of reading. The recommending literature as the means of influence at the reader's interests and selection of literature for reading. "Days of bibliographic literature".
The composing of individual lists for concrete readers is one of the trends of recommending bibliographic activity of a library. The most wide spread methods of grouping bibliographic records in these lists.
The investigation of recommending literature and determination of possibilities of their use in the different regions of recommending bibliographic activity of a library.
The investigation of effectiveness of recommending bibliographic activity of library as one of the conditions of its improvement.
Practical work: The using of recommending bibliographic literature in the public activity of a library.

Section IV: Propaganda of bibliographic knowledge - Conducting of the bibliographic activity of a library

Theme 12: Propaganda of bibliographic knowledge among the readers of the library
The significance and the tasks of propaganda of bibliographic knowledge among the readers of a library. The main principles of this activity. The participance of different departments of library in bibliographic training of readers. The circle of bibliographic knowledge for different categories of readers.
Uninterruptedness and complexity of bibliographic training and propaganda of bibliographic materials.
The mass forms of propaganda of bibliographic knowledge. The dependence of their using from the type of library and contingent of readers.
The placards as a form of information about the different parts of IBA and training to use them. The other types of placards, the demands to the design of placard.
The exhibition as the means of propaganda of bibliographic materials. The kinds of exhibitions, the design of them.
"The day of bibliography". "The day of demands investigation" and their significance for propaganda of bibliographic literature. The universities of library-bibliographic knowledge.
The printing means of the bibliographic training. The instructions and the guide-books for readers, their purpose and contents. The using of mass media (press, radio, TV).
Group and individual forms of bibliographic training of readers. The different types of

consultations, their contents, possibilities and conditions of conducting. The bibliographic training of readers with execution of their demands. The reviews of inquiry and bibliographic editions. The excursions about library and its subdivisions.

The conducting ot training with specialists in libraries. The principles of complecting of the groups of students. The contents and the forms of training. The bibliographic equipment of training.

The types of bibliographic training at schools, secondary special and highest educational establishments. The role of libraries of educational establishments in the bibliographic training of students.

Laboratory and practical works: The methodology of composing placards and conducting of bibliographic training of readers.

Theme 13: Bibliographic training of the librarians.

The purposes and tasks of the librarian training of the non-librarian employees of the library. The demands to the bibliographic training of the library employees, its dependence from the bibliographic training of the library employees, its dependence from the kind of work and professional duties of librarians. Especial significance of the bibliographic training for the department for the department of reader service employees.

Forms and methods of bibliographic training. The institutes and courses of degree enhancement. The bibliographic methods of training inside the library. The seminars, the practical works, the review of bibliographic literature. The practice in bibliographic department. The tutoring of the young specialists.

The self-educational reading of the professional literature. The role of bibliographic department (subdivision) in the bibliographic training of librarians.

Laboratory work: The preparation of the review of recommending bibliographic literature for the using in the work with readers.

Seminar: The forms and methods of bibliographic training of readers.

Theme 14: Conducting of the bibliographic activity of the library

The bibliographic service as organisational divided sub-system of the library. The bibliographic activity is the specific object of management. The subjects of conducting. The principles of management. The combination of democratic centralism and decentralism. The methods of management: organisational commanding (administrative judicial), social psychological, economical. The specific features of their using in the different kinds of libraries. The functions of management. Their general characteristic. Organisational system of management, its specific features in a regional library. The role of the bibliographic subdivision in the realisation of the function of management.

The significance, tasks and principles of planning the bibliographic work. The perspective planning. The character and contents of perspective plans. The operative planning. The general year plan of the library work. The main trends of the bibliographic work of the library, recommendations for the reflection of them in the plans in different types of libraries. The norms of bibliographic processes. The methods of planning using norms. The creation of quarterly plans of the bibliographic department of the library, the individual plans of the department employees. Special (purpose) plans at the concrete kinds of work. The significance and tasks of the account of bibliographic work and reporting. Individual reports and reporting of the bibliography department employees as the basis of monthly, quarterly and yearly reports.

The specific features of the account of reference bibliographic work. The objects and forms of the account. The control of the fulfilment of the plan of bibliographic work.

The quarterly and yearly reports about the bibliographic activity of the library. The lack of uniformity in the recommendations of composing plan reporting documentation in different kinds of libraries. The text part of the report. The analysis of the indices of the report and evaluation of the fulfilment of the plan. The use of results of the analysis for planning and improvement of the bibliographic work of the library.

The methodical management as one of the forms of conducting bibliographic activity, its main trends. The general conceptions of the system of the methodical management of the county libraries. The regional library is the leading methodical centre. The participation of the different departments of the library in methodic work. The discovery, the investigation and the distribution of the advanced experience of the bibliographic work of the libraries are the main trends of the methodical activity of the bibliographic department.

The role of the bibliographic department in the degree enhancement of the bibliographic staff. The participation in other methodical arrangements. The forms of help to the libraries in implementation of the advanced experience.
Laboratory and practical works: The composing of the plan of bibliographic work. The composing of the bibliographic activity report.
Seminar: The conducting of the bibliographic activity in universal scientific libraries.
Control work: The planning of the bibliographic work with the using of norms of the main processes.

A.2.2.2 The History of Bibliography in the U.S.S.R

Compilers: Moscow State Institute of Culture, Chair of General Bibliography
Assistant professor E.K. Bespalova
Assistant professor M.S. Manezheva

Explanatory Note

The tasks of the study course "The history of Bibliography in the U.S.S.R." are to give the future librarians the notion of the main stages and peculiarities of national bibliography development; to reveal the conformities and dynamics of its development; to expose the succession of professional traditions; to show the significance of the historical experience for the perfection of modern theory and practice of bibliography in our country.

The history of bibliography is studied within the limits of the three social and economic structures: feudal, capitalistic and socialist. The history of soviet bibliography is considered in accordance with the main stage of building of socialism in our country. The authors of the syllabus elucidated the main phenomena and events in the history of Librarianship, revealed the class character of the bibliography in the society, its correlation with the development of the economy, science and culture, traced back the processes of formation of bibliographic profession; considered the questions of the theory and the history of bibliography as a scientific discipline.

The complex approach gives the opportunity to reveal the contents of the historical development process of bibliographic activity including the preparation of the bibliographic information and the history of the bibliographic service in the libraries. At the end of the course the student has to pass the test in order to check up his knowledge of the main directions, tendencies and factors of the national bibliography development; bibliographic activity of the libraries and other institutions, formation and development of the State system of soviet bibliography.

The History of Bibliography in the USSR
Approximate topical plan for full-time tuition

No	Titles of the Parts and Topics	Total Study Hours	Amount of study hours including	
			Lectures	Seminars
	Introduction	1	1	
	Part 1 **The history of bibliography in the USSR before the Great October Socialist Revolution** **Section I** **Bibliography in the age of feudalism**			
1	The origin of bibliography in Russia. Bibliography in the period of the formation of Russian empire, strengthening of serfdom and the first stages of capitalism (IX–XVIIIcenturies)	1	1	
2	Bibliography in the period of decay and crisis of the feudal-serfdom system and the beginning of the revolutionary movement (up to 1861)	2	2	
	Section II **Bibliography in the age of capitalism**			
3	Bibliography in the period of the strengthening of capitalism and raznochinetz's stage of the revolutionary movement	4	4	
4	Bibliography in the period of imperialism and the proletarian stage of the revolutionary movement	6	4	2
	Part 2 **The history of Soviet bibliography after the Great October Socialist Revolution** **Section III** **Bibliography in the period of the transition from capitalism to socialism (1917–1937)**			
5	General questions of the organisation of the bibliographical business in the USSR	1	1	
6	Formation of the soviet general bibliography	2	2	
7	Formation of the soviet special bibliography	3	1	2

The History of Bibliography in the USSR
Approximate topical plan for full-time tuition

No	Titles of the Parts and Topics	Total Study Hours	Amount of study hours including	
			Lectures	Seminars
8	Bibliographic service in the libraries	1	1	
9	Scientific researches and tutorial activity in the sphere of bibliography	1	1	
10	Bibliography in the period of the transition from capitalism to socialism and the building of the basis of the socialist society in the USSR (1917–1937)	3	3	
11	Bibliography in the period of the subsequent development of the socialist society up to the absolute triumph of the socialism in the USSR (1938–1961)	3	3	
12	Bibliography nowadays	6	2	4
	Control work			
	Total amount of study hours	30		

A.2.2.3 Bibliography of Fiction and the Science of Literature

Compilers: Moscow State Institute of Culture, Chair of Bibliographies
Professor S. A. Trubnikov
Assistant professor N. Slyadneva
Assistant professor G. Timoshenko
Senior lecturer I. Shishkin

Explanatory Note

Nowadays the means of mass information and propaganda are of great importance in the social life of the community. It concerns first of all the press, particularly the book which influence a great deal on the development of science economy, culture, education and all the spheres of material and spiritual life of the community. As it is, more and more importance and urgency acquire the study and scientific exploration of the theory and history of the book, the problem of the effectiveness of the book popularisation among the broad masses of the Soviet people is raised. So the study course "Bibliology and the history of the book" takes the important place in the training of library personnel. The subsequent study of special library and bibliographic disciplines are based on this course.

The first theoretical part of the course "Bibliology" has to reveal the origin, development and social functions of the book, to consider problems of books' and readers' typology. The students ought to have the notion of the books' elements, to understand the processes of the book creation, its polygraphic and artistic design. The important role of the Soviet book business of solving the problems of social, economical and cultural development of the society has to be revealed. The teacher must also show the students the wide opportunities of the active application of the book in all spheres of modern life. The students have to conceive the problems, principles and the contents of Bibliology as the science of the books and book business, to get the notion of the historical stages of bibliology in the U.S.S.R., of the main tendencies and concepts of the modern bibliological researches in our country and abroad.

Side by side with the study of theoretical problems of bibliology and the history of the book the students have to master practical skills in the professional bibliographic analysis of the press production. Lectures and seminars as well as practical work and excursions to the printing houses and rare-book divisions of the State libraries are provided during the study course.

The study course is completed by the exam. The students have to comprehend the theory of bibliology, most important processes of the book creation and its social functioning, to be able to carry out bibliological analysis of the book. They must also have a notion of the history of the book and historiography of bibliology and study the literature. Stated at the syllabus.

Bibliography of Fiction and the Science of Literature
Approximate topical plan for full-time tuition

No	Titles of the Parts and Topics	Total Study Hours	Amount of study hours			
			Lectures	Seminars	Lab. Work	Ind. Work
	Introduction					
	Part I **Theoretical problems of bibliography of belle lettres/Fiction and the science of literature**	1	1	–	–	
1	Structure and principles of the soviet bibliography of fiction and the science of literature	7	3	–	4	J.W.
2	Social needs in the bibliographic information on fiction, science of literature and criticism	2	2	–	–	
3	Correlation of bibliography with the literature processes and the science of literature	4	2	2	–	
4	Means of soviet bibliography of fiction and science of literature	4	2	–	2	J.W.
	Control work					
	Part II **Methodological problems of bibliography of fiction and science of literature**					
5	Methods of recommendatory bibliography of fiction and science of literature	12	2	2	8	J.W.
6	Methodological problems of science auxiliary bibliography of fiction and science of literature	14	4	2	8	J.W.
7	Methods of translations' bibliographing methods of compiling bibliography of translations	2	–	–	2	

Bibliography of Fiction and the Science of Literature
Approximate topical plan for full-time tuition

No	Titles of the Parts and Topics	Total Study Hours	Amount of study hours			
			Lectures	Seminars	Lab. Work	Ind. Work
8	Methodological problems of the regional bibliography of fiction and science of literature	2	–	–	2	
9	Methodological problems of compiling the indexes of bibliographic aids	4	2	–	2	J.W.
10	The system of the reference aids of fiction and the science of literature, characteristic features of its formation	8	2	2	4	J.W.
	Control work					
	Part III **Use of bibliographic information on fiction and science of literature**					
11	General questions of bibliographic heuristics of fiction and science of literature	6	2	–	4	
12	Modern status and perspectives of automation of bibliographical search in the area of fiction and science of literature	4	2	2	–	
13	Sources of bibliographical search in the area of fiction and science of literature	8	2	–	6	J.W.
14	Recommendatory bibliography of fiction and science of literature as a means of aesthetical development of the readers	6	2	2	2	J.W.
15	Problems of intensification of bibliography of fiction and science of literature	2	–	2	–	
	Control work					
	Total number of study hours	86	28	14	44	

A.2.2.4 Bibliography of Technical Literature

Compilers: Moscow State Institute of Culture, Chair of Bibliographies
Assistant professors, G. Bystrova, M. Klepikova
Leningrad State Institute of Culture, Chair of Bibliographies
Assistant professors, G. Gedrimovich, V. Minkins

Bibliography of Technical Literature
Approximate topical plan for full-time tuition

No	Titles of the Parts and Topics	Total Study Hours	Amount of study hours		
			Lectures	Seminars	Lab. Work
	Introduction	2	2		
	Part I **Peculiarities of the bibliography of technical literature**				
1	Specific character of the bibliography of technical literature	4	2	2	
2	Source documents and informational needs as an object of bibliography of technical literature	8	4	2	2
3	Principles and functions of bibliography of technical literature	2	2		
	Part II **The history of development of the technical literature bibliography - its organisation nowadays**				
4	General stages of development of technical literature bibliography	2	2		
5	Organisation of technical literature bibliography in the USSR and abroad nowadays	6	4	2	
	Part III **Production technology of the bibliographical output on technique**				
6	Peculiarities of the production technology of the bibliographical output on technique	12	4	2	6
7	Production technology of the separate kinds of bibliographical aids	2	2		
	Control work				

Bibliography of Technical Literature
Approximate topical plan for full-time tuition

No	Titles of the Parts and Topics	Total Study Hours	Amount of study hours		
			Lectures	Seminars	Lab. Work
	Part IV **Bibliographical resources on technology**				
8	Characteristics of the bibliographical resources on technology	6	2		4
9	Scientific-auxiliary manuals as one of the components of the bibliographical resources	8	4		4
10	The system of bibliographical recommended information on technology	8	2		6
11	Reference-searching apparatus of the science and technology libraries and organs of scientific and technical information	4	2		2
	Control work				
	Part V **Bibliographic service of different spheres of activity**				
12	Organisational and methodological features of the bibliographical service in the technological sphere	4	2	2	
13	The bibliographical service of scientific and technical activities	10	4		6
14	The bibliographical service of the needs of scientific and technical popularisation, professional training and self-education	4	2		2
	Control work				
	Total amount of study hours	82	40	10	32

A.2.3 Library service to children and youths

A.2.3.1 Psychology of children's, adolescents' and youths' reading

Compilers: Moscow State Institute of Culture Chair of children's literature and library service to children and youths
Professor T. Polozova
Assistant professor E. Levina

Explanatory Note

The course "Psychology of children's, adolescents' and' youth reading" is one of the main courses in training of high degree librarians. The main purpose of the course is to prepare future specialists to the creative breeding work in children, school and youth libraries and in libraries of professional technical schools. The reform of general secondary and professional education determines the necessity to enhance the role of library in forming the reader, who can use the spiritual wealth of books in study, self education and self making deliberately and actively.

All multiform work of a library in supervising the reading is successful only when the specialists know the psychology of reading, specific features of processes of perception, analysis, evaluation of literary works of different genres by young readers. This stipulates main tasks of the course: to solve the most important problems (scientific, methodical) of children's, adolescents', youths' psychology of reading; to form student's habits and skill, necessary for using the theoretical knowledge in practice of work with readers.

The program foresees lectures, seminars and practical works, accentuates the problem approach to the study of the subject, permits the lecturer to vary themes of seminars and practical works. At the seminars and practical classes the students are busy with making summary of articles, chapters from monograph, comparative analysis of investigation of various authors who discuss the same problems, purposeful analysis of children's, youth literature with the account of age specificity of the reader, his motives for reading, specific character of perception, evaluation of the literary work, receive skill in using in the work with the reader concrete methodic psychological directives. The lecturer can use selectively the literature, which is recommended in the programme, with an account of concrete local conditions of work (papers, monographs, chapters from them must be chosen with an account of seminar of practical work, scientific interests, levels of student's education). The study of the course concludes with an examination.

Psychology of children's, adolescents' and youths' reading
Approximate plan of themes (curriculum)

No	Sections and Themes	Total Study Hours	Amount of study hours		
			Lectures	Seminars	Lab. Work
	Introduction	2	2	-	-
1	History of children's, adolescents', youth psychology of reading	6	4	2	-
2	Investigation of problems of the psychology of reading of growing generation in the works of N.K.Krupskaya, A.C.Makarenko, B.A.Suhomlinsky	2	2	-	-
3	"Psychological law" of art influence at the reader in works of L.C.Vigotsky	3	3	-	-
4	Children's poets, writers about the nature of fiction creation and perception of art	2	2	-	-
5	A.M.Levidov about unity of the reader and writer in creativeness: "Author-image-reader"	6	2	2	2
6	Problem of creative activity in up-to-date investigations of psychology	2	2	-	-
7	Questions of aesthetic perception of literature in pedagogical, psychological, bibliological investigations of the soviet scientists in 60-80	10	4	2	4
8	Problems of reader's typology	4	2	2	-
9	Psychological prequisites of aesthetic functional analysis of children's and youth literature works	8	4	2	2
10	The formation of unity theory of creativeness and perception of the fiction works	2	2	-	-
11	Psycholinguistics about speech activity and perception of the text	6	4	-	2
12	Sociological, social-psychological investigations of children's, adolescents', youth reading	7	4	3	-
	Total	60	37	13	10

A.2.3.2 Bibliography of scientific-cognitive literature for children and youths

Compilers: Moscow State Institute of Culture, Chair of children's literature and library service to children and youths
Assistant professor E. Levina
Assistant professor G. Lobanova

Explanatory Note

The best scientific popular and scientific fiction books acquaint schoolchildren with the world of science and engineering, open the humanitarian sense of scientific-technological progress in conditions of socialism, form materialistic world outlook, stimulate the development of cognitive activity of children, adolescents, youth. In connection with it the significance of bibliographic work in children's and youth literature also increases.

The course "Bibliography of scientific-cognitive literature for children and youth" is fundamental for speciality "Librarianship and bibliography of literature for children and youth". In the process of creation of this programme the authors were guided by the latest achievements of bibliographic science by the results of investigations in the sphere of age psychology, pedagogics, library science, theory of communist breeding, accounted an advanced experience, of bibliographic work of children's and youth libraries in the country.

The task of the course is to deliver to students the knowledge of history theory, methods of bibliographic work in the sphere of scientific-cognitive literature, prepare them to the practical bibliographic activity in children, school youth libraries. The programme does not duplicate the contents of the courses "Bibliography" (general course) "Bibliography of children and youth literature" and "Scientific cognitive literature for children and youth" but it is based on the student's knowledge, which was received during their study and in particular it gives an opportunity not to observe in this course the massif of scientific cognitive literature.

An important place in the course is devoted to seminars and practical works which have the purpose to stimulate the students' habits of independent thinking and the development of skills which are necessary for practical bibliographical activity. The seminars are devoted to the actual theoretical and methodical problems of bibliographing of scientific cognitive literature for children and youth. The contents of practical works is the concrete execution of the bibliographic work with scientific cognitive literature for children and youth. The contents of practical works is the concrete execution of the bibliographic work with scientific cognitive book by the students. With the purpose of activation of cognitive activity, for students there are suggested practical lessons with creative character: creation of an algorithm of search of scientific cognitive literature on the given problem, questionnaires for determination of informational needs of reading supervisors, business games, which model the evaluation of bibliographic literature by "experts" (pedagogue, bibliographer, parents, young readers). According to the plan at the end of studying the course students have a test. The main questions of the course are put at the State examination in bibliography.

Bibliography of Scientific Cognitive Literature for Children and Youth
Approximate plan of themes (curriculum)

No	Sections and Themes	Total Study Hours	Amount of study hours		
			Lectures	Seminars	Lab. Work
	Introduction				
	Section I **Theoretical fundamentals and specific features of the development of bibliography of scientific cognitive literature for children and youth**				
1	Significance of scientific cognitive literature bibliography for children and youth, the specific character of its subject, principles and functions	2	2	–	–
2	Psychological-pedagogical fundamentals of scientific cognitive literature bibliography for children and youth	2	2	–	–
3	Main stages of the development of scientific cognitive literature for children and youth	2	2	–	–
4	The system of means of scientific cognitive literature bibliography for children and youth	8	4	2	2
	Control work				
	Section II **Methods of bibliographic work with scientific cognitive literature in children, school, youth libraries**				
5	The specific character of methods of bibliographing of scientific literature in recommending tools for children and youth	7	3	2	2
6	Specific features of reference bibliographical and informational bibliographical work among readers of scientific cognitive literature — children, adolescents, youth	4	2	–	2
7	Using bibliographic tools, which recommend scientific cognitive literature in the process of supervising children's and youth reading in a library	6	2	2	2
8	Production and distribution of bibliographic information about scientific cognitive literature among supervisors of children's and youth reading	5	3	–	2
	Total	36	20	6	10

A.2.4 Syllabi of the subjects, chosen by the students for learning (options)

A.2.4.1 Unpublished Documents

Compilers: Moscow State Institute of Culture, Chair of Bibliology
Senior lecturer, E. Pankova

Explanatory note

Every year our country is enriched with the significant scientific discoveries. Professive technological processes and methods are widely applied in industry. Continuous increase of the money means, spent on research, experimental and design work indicates the increasing significance of science in the development of modern production. The quantity of scientific publications also increase a great deal.

However the results of scientific investigations are not always announced in published works. So the requirements in the opportune and complete research of unpublished scientific materials constantly grow.
Therefore the work with unpublished materials in the libraries and informational-bibliographical organisations should be done by the specialists with profound professional training, and the modern demands to the bibliographical work with these kinds of documents should be taken into consideration. The study course "Unpublished documents" is based on the knowledge of such special disciplines as bibliology, librarianship, science of bibliography, informatics, patenting, foundations of jurisdiction. Without these sciences it is impossible to study skillfully the unpublished documents and to use them in work. The role and the significance of the unpublished documents in information service, pecularities of their contents and utilisation, organisation of the reference support with the unpublished documents in the U.S.S.R. are considered in this study course. The place of the unpublished documents in the system of the country library stocks is defined and the forms and methods of informing the consumers are analysed as well.

The tasks of the study course:
1. To give the notion of the origin of the unpublished documents, types of the unpublished documents, their social function, their influence on the popularisation of the advanced production experience.
2. To consider the ways of the utilisation of the received knowledge by the students by correspondence in the process of their practical work in the library or in the organs of scientific and technical information.
3. To define the modern state, main tendencies of development of the unpublished documents in the U.S.S.R., the creation of the system of the unpublished documents in the country, its tasks and perspectives of subsequent development.
4. To give the notion about the most important and widely spread unpublished documents in the U.S.S.R..
5. To show the role of the national (All-Union), central, republican, trade information organs in the development, perfection and dissemination of the unpublished documents.

It is recommended to study this discipline on senior courses, when the students already possess the necessary knowledge. It gives the opportunity to study profoundly the specific forms and methods of work with the documents of a certain kind. In the study process the students perform the practical works and prepare report on one of the suggested topics. The special course is continued by the special seminar on the same subject.

Unpublished Documents
Approximate plan of themes (curriculum)

No	Sections and Themes	Total Study Hours	Amount of study hours	
			Lectures	Seminars & Practical
	Part I **Unpublished documents as sources of scientific information**			
1.1	Main kinds of the unpublished documents	1	1	
1.2	Report on scientific research work and report on design work as a kind of unpublished document	2	2	
1.3	Deposited manuscript as a kind of unpublished document	4	2	2
1.4	Dissertation and thesis as kinds of unpublished documents	4	2	2
1.5	Translations of foreign and home scientific documentation as kinds of unpublished documents	1	1	
	Part II **Reference supply of the unpublished documents in the USSR**			
2.1	All-Union centres of the information of the unpublished documents in the USSR	1	1	
2.2	Unpublished documents in the analytical survey activities in the USSR			
	Total amount of study hours	14	10	4

APPENDIX B: SECONDARY LIBRARY PROFESSIONAL EDUCATION - a typical syllabus

B.1 Bibliography (For secondary library schools)

Compilers: G. Diomidova (Leningrad)

Explanatory Note

This program was composed with an account of demands to the training of specialists according to the Regulations of bibliographic works of libraries in the U.S.S.R. and State Standards of SIBID system (SIBID - the system of standards in information, librarianship and book production).

The tasks of the course "Bibliography" are to give future librarians systematised knowledge of theory, methods, organisation of the Soviet bibliography, to show rules and perspectives of its development, to teach them to use received knowledge in organisation and usage of Reference Bibliographic reference bibliographic service and bibliographic informing, in analysis and using of recommending bibliographic tools in libraries.

The contents of the course is oriented at the providing of professional training of all-round educated librarians, who can conduct bibliographic service of all categories of CLS readers not only at the level of up-to-date demands, but with the account of the perspectives of their growth. In this programme the questions of the organisation of bibliographic activity in the country are represented in a new way, the approach to the characteristics of bibliological material was changed. In this programme in a consecutive order general theoretical questions, principles of organisation and methods of bibliographic work in a library, specific character of bibliographic activity in different spheres of knowledge are observed.

The programme suggests different forms of organisation of training: lectures, seminars, laboratory and practical works, self-organised works (both in class and at home). The order of study of the material, suggested by the programme can be changed according to the lecturer's opinion. The teaching of this course must be correlated with the contents of other disciplines of library cycle (library science, organisation of library stocks and catalogues, fundamentals of information science and so on). Common for all this subjects questions must be observed in strictly bibliographic aspects. The themes and the kinds of laboratory practical work are to be elaborated by the lecturer of bibliography together with lecturers of other disciplines, which are studying in the library schools (for example bibliography materials about exhibitions, parties, disputes, discussions and other planned arrangements). Besides that, in all conclusive themes of branch sections it is necessary to orient the students at the using of recommending tools in its indissoluble connection with main trends of activity (?) of public libraries in branch literature propaganda.

This programme suggests approximate number of hours for the study of one or another section. All changes in it and also themes and terms of control works are approved after the discussion at the conferences of cycle (methodical) commissions. List of literature enclosed to the program includes material which were published mainly in the last 5 years.

Secondary Library Professional Education
Bibliography
Exemplary Thematic Plan

No.	Titles of Sections and Themes	For students on the basis of 10-years education			For students on the basis of 8-years education		
		Total Hours	Theoretical	Laboratory	Total Hours	Theoretical	Laboratory
	Introduction						
	Section I. Fundamentals of Soviet bibliography theory	47	25	22	49	27	22
1.1	Bibliography its social role						
1.2	Objects of bibliographic activity						
1.3	Main processes of bibliographic activity						
1.4	Bibliographic production (general characteristics)						
1.5	Tasks of the Soviet bibliography at the up-to-date stage						
1.6	Organisation of bibliography in the USSR at the up-to-date stage (general questions)						
1.7	State bibliographic indexes						
1.8	Scientific assisting bibliographic literature						
1.9	Recommending bibliographic literature						
1.10	Publisher's and book trading bibliographic literature						
1.11	Bibliographic literature of local lore						
	Section 2. Bibliographic work of library (content, organisation, methods)	50	24	26	52	26	26
2.1	Tasks, contents and organisation of bibliographic work of a library						
2.2	Inquiry bibliographic apparatus (IBA) as the basis of bibliographic work of a library						

Secondary Library Professional Education
Bibliography
Exemplary Thematic Plan

No	Titles of Sections and Themes	For students on the basis of 10-years education			For students on the basis of 8-years education		
		Total Hours	Theoretical	Laboratory	Total Hours	Theoretical	Laboratory
2.3	Composing bibliographic tools in a library						
2.4	Preparation of oral reviews of a literature						
2.5	Recommending bibliographic service						
2.6	Reference bibliographic service (RBS)						
2.7	Bibliographic informing						
2.8	Forming of bibliographic culture and propaganda of bibliographic knowledge						
	Section 3. Social Political Bibliography	44	18	26	46	21	25
3.1	Object of social political bibliography						
3.2	Organisation of social political bibliography in the USSR						
3.3	System of scientific assisting social political bibliographical tools						
3.4	System of recommending tools of social political bibliography						
3.5	Bibliographic propaganda of social political literature in a library						
	Section 4. Bibliography of natural science, agriculture and technology	36	15	21	38	16	22
4.1	Objects of bibliography of natural science, agriculture and technology						
4.2	Organisation of bibliography of natural science, agriculture and technology in the USSR						

Secondary Library Professional Education
Bibliography
Exemplary Thematic Plan

No	Titles of Sections and Themes	For students on the basis of 10-years education			For students on the basis of 8-years education		
		Total Hours	**Theoretical**	**Laboratory**	**Total Hours**	**Theoretical**	**Laboratory**
4.3	System of scientific assisting bibliographic tools of natural science, agriculture and technology						
4.4	System of recommending tools in natural science, agriculture and technology						
4.5	Professional industrial bibliographic tools of natural science, agriculture technology						
4.6	Bibliographic propaganda of literature about natural science, agriculture and technology in a library						
	Section 5. Bibliography of art	22	11	11	22	14	8
5.1	Objects of art bibliography						
5.2	Organisation of bibliography of art in the USSR						
5.3	System of scientific assisting tools about art						
5.4	System of recommending tools about art						
5.5	Bibliographic propaganda of literature about art in a library						
	Section 6. Bibliography of fiction and literary criticism	36	14	22	36	19	17
6.1	Objects of bibliography of fiction and literary criticism						
6.2	Organisation of bibliography of fiction and literary criticism in the USSR						

Secondary Library Professional Education
Bibliography
Exemplary Thematic Plan

No	Titles of Sections and Themes	For students on the basis of 10-years education			For students on the basis of 8-years education		
		Total Hours	Theoretical	Laboratory	Total Hours	Theoretical	Laboratory
6.3	System of scientific assisting literature about fiction and literary criticism						
6.4	System of recommending literature about fiction and literary criticism						
6.5	Bibliographic propaganda of fiction and works on literary criticism in a library						
	Section 7. Bibliography of children's literature	20	12	8	20	12	8
7.1	Objects of bibliographic literature for children						
7.2	Organisation of children's literature bibliography in the USSR						
7.3	Scientific assisting tools about the questions of children's literature and children's reading						
7.4	System of recommending tools for the supervisors of children's reading						
7.5	System of recommending tools for schoolchildren						
7.6	Bibliographic propaganda of children's literature in a library						
	Total	256	120	136	264	136	128

APPENDIX C: CONTINUING LIBRARY PROFESSIONAL EDUCATION - a typical syllabus

C.1 Foundations of Computer Science (for the professional training of lecturers)

Compilers: Moscow State Institute of Culture, Chair of Information Science
Assistant professor, A. Topchiyev

Explanatory Note

The task of the course "The foundations of computer science" is to give the students of the professional skill faculty the necessary information to solve the problems of scientific selection of the technical means of mechanisation and automatisation of library routine, their effective utilisation considering the specific conditions of library work.

In the study course the library-bibliographic processes are considered as an object of mechanisation and automation. Computer science and principles of its utilisation in the libraries, technical means of the statistical registration of publications in the libraries, problems of scientific and technical efficiency, mechanisation and automation are also discussed in this study course.

Teaching methods are based on lectures, practical work, laboratory work. Practical and laboratory works are conducted in the sub-groups of students, not more than 12-15 students in each sub-group. The students are divided into teams, consisting of 3-5 students for accomplishing each laboratory work.

Before the beginning of the laboratory work it is necessary to give the students proper instructions in order to prevent accidents.

Continuing Library Professional Education
for the Professional Training of Lecturers
Foundations of Computer Science
Approximate plan of themes (curriculum)

No	Sections and Themes	Total Study Hours	Amount of study hours		
			Lectures	Lab. Work	Forms of Control
	Introduction				
1	Computer Science in the national economy	2	2	–	
2	Algebra of logics. Scales of notation	4	2	2	Test-interrogation
3	Basic notions: description of the problems, algorithms, program, input, computation	2	2	–	
4	Flow-chart of computer	2	2	–	
5	Principles and technology of control-oriented programming	18	10	8	Test-interrogation
6	Automation of library process	4	2	2	
7	Automated library systems. General information	2	2	–	
8	Problems of the intensification of the technological process in the library	2	2	–	Test-interrogation
	Total	36	24	12	

APPENDIX D: Information about the Library Department of the Moscow State Institute of Culture, Honoured by the Order of the Red Banner of Labour

Moscow State of Culture was founded on July 10, 1930 according to the Resolution No. 33 of the Council of People's Commissars. The first intake of students consisted of 78 persons. The tuition lasted four years.

The evening tuition was opened in 1931 and that by correspondence and postgraduate study were opened in 1934. In 1949 was added the faculty of cultural and educational work.

Nowadays the periods of tuition on the librarian faculty are: daytime tuition - four years; evening tuition and tuition by correspondence - five years. For students with medium level qualification the period of tuition lasts four years.

At the librarian faculty the students acquire the following qualifications:

1) On the speciality "Library science and bibliography" the students acquire the qualification "librarian-bibliographer". This speciality has the following specialisations:
a) on the complexes of literature: social and political; art and fiction; literature for children; technical literature; agricultural literature; literature on natural sciences.
b) on the methods of using the technical means and automatisation in the library work.
c) on the work in public libraries (for the students with medium-level qualification).

2) On the speciality "The systems of scientific and technical information" the students acquire qualification "informator-organiser of information service". It was introduced in 1991.

3) On the speciality "Museum management studies and the protection of the historical and cultural memorials" the students acquire the qualification "Museologist".

The Librarian faculty has seven special departments:
1) Department of Library Sciences; the Head is K.J. Abramov, Doctor of Pedagogics, professor, Honoured Science Worker of the R.S.F.S.R.
2) Department of Funds and Catalogues; the Head is Y.N. Stolyarov, Doctor of Pedagogics, professor.
3) Department of Literature for Children; the Head is G.N. Ivanova, Candidate of Pedagogics, professor, pro-rector of the Institute.
4) Department of Informatics and Technical means; the Head is V.V. Zurkan, Candidate of Techniques, professor.
5) Department of Bibliology; the Head is A.J. Chernjak, Doctor of Philology, professor.
6) Department of General Bibliography; the Head is O.P. Korshunov, Doctor of Pedagogics, professor, Honoured Culture Worker of the R.S.F.S.R.
7) Department of Branch Bibliographies; the Head is Y.S. Zubov, Doctor of Pedagogics, professor.

At the special departments work about two hundred teachers and lecturers, among them are 18 Doctors of Science, professors, and 81 Candidates, assistant professors.

All the organisational and cooperation work is done by the Dean's offices. The Dean of the day-time department is S.P. Petrikina, Candidate of Pedagogics, assistant professor. The Dean of the evening department is A.M. Ioffe, Candidate of Pedagogics, professor. The Dean of the correspondence department is M.M. Klepikova, Candidate of Pedagogics, assistant professor.

About four thousand students study at the faculty now. Every year more than six hundred school-leavers enter the Institute after the competitive examinations. The students, who graduate from the day-time department of the Institute are assigned according to the demands of the libraries of the different branches of national economy. In 1991 25% of the graduated students have got the right of the free job placement.

The Library Department is the most important scientific centre. Specialised Councils of the defence of the candidates' and doctors' degrees, postgraduate study and doctoral study work within it.

The students of different institutes of culture all over our country study with the help of textbooks prepared by the scientists of this faculty.

At the Library Department the specialists from other countries work on probation, and foreign students from Burma, Bulgaria, Jordan, Kenya, China, Cuba, Mongolia, Somali, Ethiopia study librarianship.

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